

THE NATION'S SCHOOLS

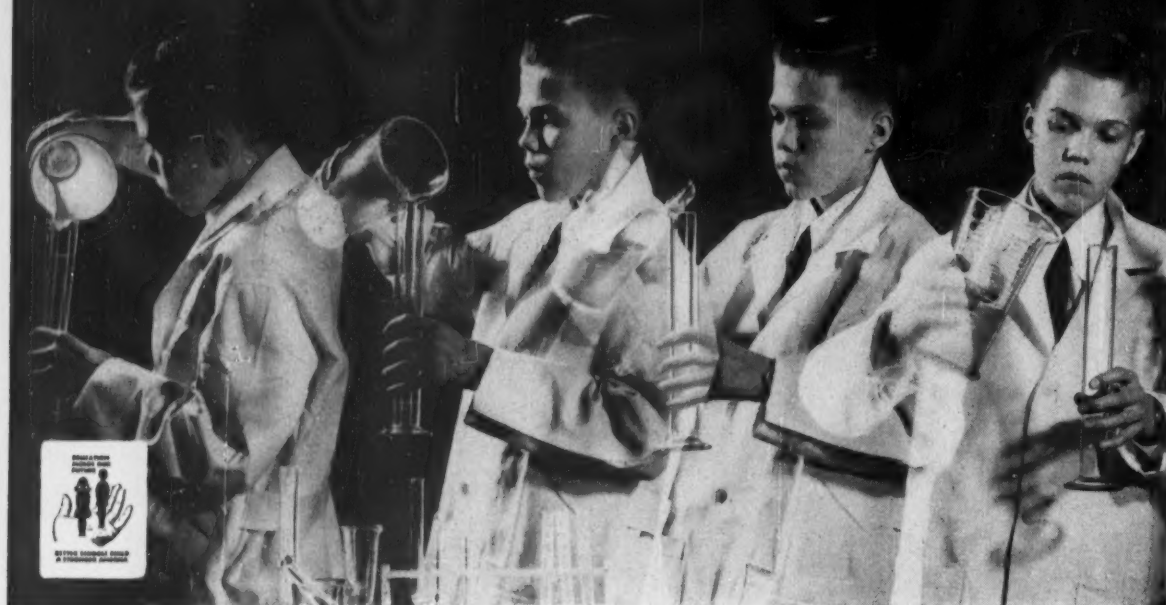


SEPTEMBER 1953

NATO neighbors grant teachers greater freedom • Foreign languages belong in the grades • Paid space for the small school's annual report • Teacher supervision • Extending use of buses • Low-cost school construction

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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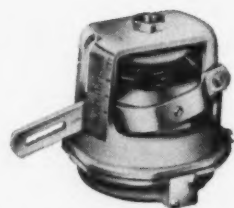
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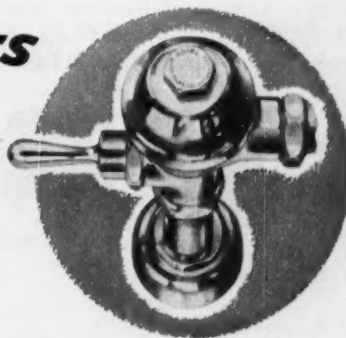
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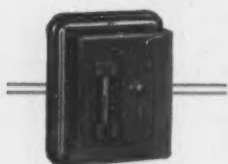
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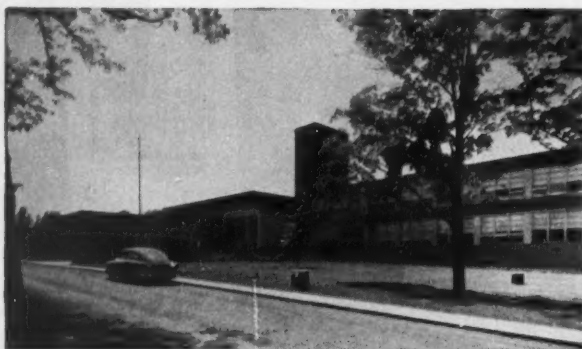
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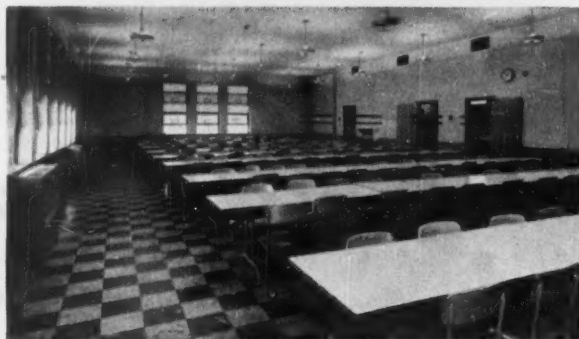
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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

SEPTEMBER 1953

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AMONG THE AUTHORS

The author of four biographies, three novels, and a textbook was both the interviewer and the interviewed in his visit with seven Europeans (p. 43). JOHN TEBBEL has also had experience on newspapers and magazines—reporter for the *Detroit Free Press*, feature writer and editor for the *Providence Journal*, Providence, R.I., and Sunday staff writer for the *New York Times*; staff writer for *Newsweek*, managing editor of the *American Mercury* before it changed hands, and contributor to *Holiday*, *Redbook*, *Look*, *American Mercury*, and other national publications. For five years he was on the faculty of Columbia University's graduate school of journalism; now he's vice chairman of New York University's department of journalism. Mr. Tebbel's latest novel, "A Voice in the Streets," will be published this fall.



Arthur M. Selvi

When ARTHUR M. SELVI compares American and European attitudes toward the teaching of foreign languages (p. 56), he undoubtedly recalls his own schooling in Europe. He was born in Gorizia, then in Austria but now shared by Italy and Yugoslavia, received his elementary education in Trieste, Italy, and attended high school in Gorizia and Geneva, Switzerland. His first college degree came from the Collège de Genève, his second (a doctorate in political science) from the University of Padua, and his third (master of arts in educational theory) from the University of Connecticut. Dr. Selvi has been a teacher in this country since 1944, at the Nathan Hale High School, Moodua, Conn., the University of Connecticut, and Teachers College of Connecticut, where he now is professor of education and modern languages. On June 20 he left for Europe, where he is spending several months doing research for a book he is writing, "Languages and Folklore of Other Lands."



Walter S. Holmlund

Are in-service education programs for teachers of real value? Turn to page 50 for WALTER S. HOLMLUND's answer to this question. Dr. Holmlund is director of the Mott Visiting Teachers, public schools, Flint, Mich., and lecturer in education at the University of Michigan. He began teaching in 1932 at the high school in Dollar Bay, Mich.; from 1938 to 1945 he was associated with the public schools at Ann Arbor, Mich., as a junior high school science instructor, children's consultant, and director of school health service. He went to Flint in 1945.



R. H. Chitwood

R. H. CHITWOOD became interested at an early age in the effect of school reorganization on towns in which high schools were closed (p. 80). He heard discussions about this in the community in which he grew up and later in the communities in which he taught. Even so, he was surprised at some of the results of his research. Mr. Chitwood is now supervising principal of the schools at Johnson Creek, Wis.; formerly he held similar positions in two other Wisconsin towns, Rewey and Lime Ridge.

Neatly combining his interests as director of research and director of audio-visual education for the public schools at South Bend, Ind., GARRET R. WEATHERS did some research to learn how much preservice and in-service training teachers are given in the audio-video field (p. 90). Between 1913 and 1927 Mr. Weathers was a teacher, principal and vocational education director; from 1927 to 1942 he was in business, and in 1942 he returned to education as a junior high school teacher. He accepted his present position in 1946. Last year Mr. Weathers was president of the Audio-Visual Directors Association of Indiana; he now is president of the research section of the Indiana State Teachers Association.



Robert M. Isenberg

As assistant director of the N.E.A. Division of Rural Service, ROBERT M. ISENBERG is, of course, interested in all the ways schools can use their buses for educational purposes (p. 76). He served as editor of and contributor to "Pupil Transportation," the 1953 yearbook of the N.E.A. Department of Rural Education, and is author of the "Guide for Analyzing a Pupil Transportation Program," also published this year. Before Dr. Isenberg joined the N.E.A. staff in 1952 he was a teacher and principal in schools at Sardinia, Barker, Newfield and Dryden, all in New York State.

During World War II FRANK MOOSBERG served three years and nine months in the coast guard as a ship's cook first class. His work with chefs in the service has, as he anticipated, been of great help to him since—while he served as director of lunchrooms at Tarleton State College, Stephenville, Tex.; at McMurry College, Abilene, Tex., and, since 1951, for the Brazosport Independent School District, Freeport, Tex. On page 96 he describes Brazosport's plan for serving lunches in classrooms.

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MEGASCOPE

a brief, analytical look at several features
in this issue by CALVIN GRIEDER, professor of
school administration, University of Colorado



Same Problems Over There. John Tebbel's interview with seven European educators and editors (p. 43) is a short but pointed lesson in comparative education. It is interesting to note the universality of several major problems: teacher shortage, lack of buildings, and inadequate financial support. Even more noteworthy are the differences in attempts to solve similar problems, e.g. the two-track system in Northern Ireland contrasted with our attempts to individualize instruction in comprehensive schools. The vitality and stamina of Europe, and the optimistic spirit that prevails in the face of obstacles that would overwhelm men of lesser breed, are an inspiration as we open a new school year.

Just the Thing for Fall. Likewise appropriate for the beginning of the fall term are two articles that throw the spotlight on children and the improvement of instruction, which, after all, are the fundamental concerns of administration. Walter S. Holmlund (p. 50) shows how using the classroom as a laboratory for in-service education is "a natural." What better subject of study is there for teachers than children? Homer W. Anderson's discussion (p. 61) points to the strong possibility that many teachers lack confidence in the ability of supervisors to exercise leadership in instructional improvement, and not without reason. No one should mistakenly believe that all problems can be solved as easily as the three cases Anderson mentions seem to have been solved. But no one will argue with his thesis that teaching problems *can* be analyzed, that the tools and technics are available and known. The point is to do it. The examples given, though oversimplified, are helpful.

Death Knell Not Heard. Great numbers of the kind of study reported

by R. H. Chitwood (p. 80) are needed to help promote sound district reorganization. The kind of evidence he dug up on reorganization and local business activity can probably be found in most communities. Pooled with other data, it should help allay some unfounded fears and suspicions that reorganization sounds the death knell of community enterprise.

No Longer Neutral. Arthur M. Selvi sends me with his review and summary of foreign language teaching in elementary schools (p. 56). Until recently I was sort of neutral, but this and other recent contributions have converted me to an affirmative position. I got to thinking of my own upbringing in a bilingual home, an enriching background which millions of Americans, like me, can scarcely imagine living without. But bilingualism in the home is becoming a rare thing, and it is proper for the school to try to supply the next best substitute, bilingualism in the school. One reason, not sufficiently touched on by Selvi, for the decline of foreign languages in the schools is poor teaching and poor preparation for teaching. I venture to predict that foreign language teaching in elementary schools (may it prosper!) will improve the teaching at the high school level.

As They Were Taught. Even though new teachers may legitimately be expected to learn a lot on the job, teacher education institutions have an obligation to give them a good start. Contact with audio-visual instruction is a large gap in the preparation of most teachers. The premise that Garret R. Weathers (p. 90) based his article on is certainly valid: Teachers tend to teach in much the same way as they were taught in college. Teachers of teachers ought, we will acknowledge, to exemplify the best teaching. This made uncomfortable reading for

me, as a teacher of prospective teachers—the pricks of conscience are almost painful.

For Buses, More Work. School transportation equipment is correctly regarded as part of the physical facilities for education, in the same light as school buildings themselves. Robert M. Isenberg's argument (p. 76) for more extensive use of buses is part and parcel of a growing insistence that school plants be utilized as fully as possible. In some states, statutes or regulations will have to be liberalized, but that is not a major problem. It is indefensible to allow such valuable educational assets as transportation equipment to lie idle most of the time.

Via the Fourth Estate. Widely separated school systems throughout the land, in increasing numbers, are enthusiastic about the relatively new method of making annual reports through local newspapers. The example furnished by Messrs. Rand and Baker (p. 53), for California's South Bay Union School District, will indubitably have a salutary effect in spreading the gospel. From the standpoint of enhanced readership as well as economy, this medium of reporting is perhaps impossible to beat.

The Coming Thing. How to procure the schoolhouses we so badly need is a subject that commands ever more attention. Lee Garber's analyses of court decisions on school building authorities (p. 83, and August issue p. 67) lead one to believe that this method will be widely adopted, in spite of doubts as to its ultimate wisdom.

Five Keys to Economy. Along the same vein, a deep preoccupation, imposed by necessity, with reducing school building costs is manifested by the inclusion in this issue of no fewer than five articles illustrating various methods of achieving school plant economies. They range from preplanning for efficient and economical arrangement of facilities within a unit through the use of cheaper materials and labor to modification of telephone and feeding services. When a satisfactory senior high school can be built for less than \$770 per pupil, as Don E. Matthews reports from Dallas, Tex. (p. 72), it would seem that substantial progress is being made in the direction of sound economy.

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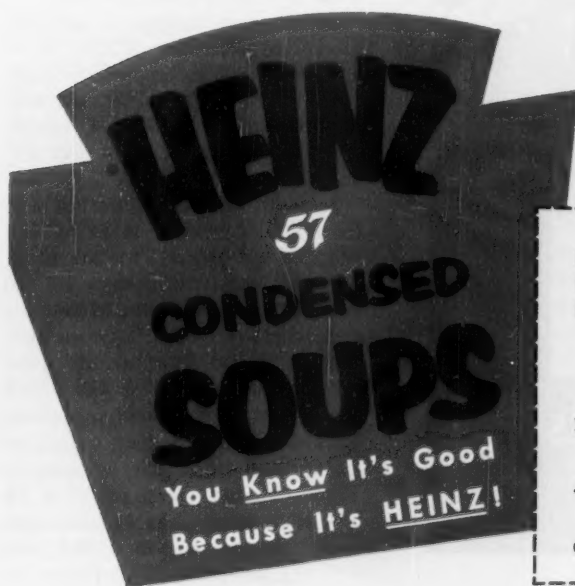
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Questions and Answers

Driver Education

Is there any evidence to show that driver education reduces the likelihood of traffic violations for the students who successfully complete the course?

A number of comparison studies have been made to see if driver education results in safe, lawful driving. The

evidence generally does not show a startling effect—in statistical terms, "not highly significant."

One research undertaking was a three-year study of the effectiveness of behind-the-wheel driver training in the high schools in Cincinnati. Accident and moving violations records of persons who did and did not take

behind-the-wheel instruction in high school were compared on the basis of numbers of accidents and moving violations per 1000 months of licensed driving.

The Cincinnati study shows that for both accidents and moving violations (such as speeding) there is no significant difference between the records of trained and untrained male drivers.

But it's a different story for the girls. Accident rates per thousand months of licensed driving were .32 for trained female drivers and .84 for untrained female drivers. A similar difference was discovered in a comparison of moving violations for girls who had and had not completed driving instruction.

Too Small Districts

What conditions indicate that a rural school district is too small to serve the community?

There are certain conditions seen by both educators and lay people that indicate the inadequacies of the small rural school district. These conditions relative to an inadequate school program will be considered in terms of the one-room, one-teacher school with eight elementary grades.

In the first place the one-room school district cannot supply the resources and services that are demanded to prepare the child to live in the present and progressively more complex modern society. A one-room school could meet certain objectives of the school program when reading, writing, arithmetic and "fear of the Lord" were about the only goals sought as far as education was concerned. A school program designed to meet the educational objectives of 1953 is almost impossible to supply in a single room, with a single teacher, and with an inadequate tax base. A teacher teaching eight grades often lacks sufficient training to teach one grade well.

Secondly, we recognize the real need for the rural student to be as well educated and prepared for life as the urban student. Actually there are real reasons his education should be more comprehensive since approximately one-half of the rural students spend their productive years in cities. We do no less than sell these rural young folks short if, when they migrate to cities, they are unable to compete effectively with urban youth in the city labor market. In addition, agriculture is becoming more and more

(Continued on Page 118)



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Two New Members of Editorial Advisory Board

Benjamin C. Willis, the new general superintendent of Chicago's public schools, and Francis G. Cornell, professor of education at the University of Illinois, have accepted appointments to the Editorial Advisory Board of *The NATION'S SCHOOLS*. Dr. Willis, who will take office on September 1, has been superintendent of schools in Buffalo, N.Y., since 1950. Before that he was superintendent at Yonkers, N.Y. He had spent the pre-



Francis G. Cornell

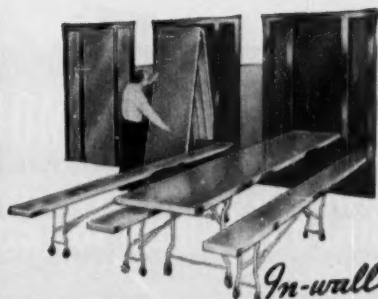
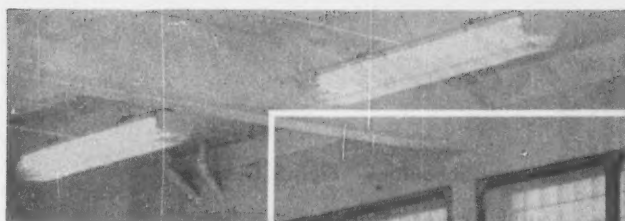


Benjamin C. Willis

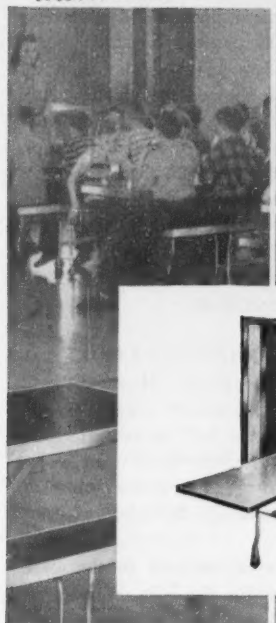
vious 25 years of his career in school administration in Maryland as a high school principal and superintendent.

Dr. Cornell, prior to going to Urbana in 1947, had been assistant to the United States Commissioner of Education and chief of research and statistical services for the U.S.O.E. for seven years. Research and science have been his major fields since 1932. He was first a teacher of mathematics and science at Nutley, N.J., then research associate in school administration at Teachers College, Columbia, and then director of research at Harrisburg, Pa. He is editor and chairman of the editorial board of the *Review of Educational Research*, published by the American Educational Research Association. He was the author of the special article on research in the 25th anniversary number of *The NATION'S SCHOOLS* (January 1953). During 1947, he was a consultant to the military government in Germany on organization and financing of education.

Lee M. Thurston resigned from various professional offices, including his advisory relationship to *The NATION'S SCHOOLS*, upon accepting appointment as United States Commissioner of Education. He had been a consultant and member of the Editorial Advisory Board for this magazine since 1944. Among his outstanding articles in this publication were several dealing with the functions and relationships of state and federal agencies of education, a topic having special significance now because of his new leadership rôle in Washington.



Now *Every* school
can enjoy the economies*
of Schieber
folding tables and benches



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Roving Reporter

**Fifth Graders Make Motion Picture About New School • Eighth Graders
Get a Taste of Foreign Languages • Fourth Graders Plan Bulletin Board
Display on Playground Safety • High School Students Study Horticulture**

FIFTH GRADERS at Amherst School No. 18 in Snyder, N.Y., are, as far as they know, the first elementary school children in the country to make a movie about a new school.

The youngsters, as members of their classroom Good Citizenship Club, wished to carry out some project during the school year. Many of them had heard from children and adults questions about Snyder's new school. So eventually they decided the way to answer the questions was to produce a film.

Among the problems the children faced were: finding a title for the movie (this turned out to be "Our New School and Its Growth"); making a list of equipment needed and learning where it could be obtained; setting up committees to perform various tasks, and finding money for the venture.

Parents, teachers, businessmen and pupils all pitched in to provide everything needed for filming a motion picture, such as cameras, tripods, photo-flood lamps, light meters, and microphones.

Committees were named to write the script, do necessary art work, produce and direct the film, and write publicity. The children worked on their project during club meetings and any time they could spare from their classroom work.

Part of the weekly club dues was set aside for expenses connected with the film, and a movie fund campaign also was carried on. The youngsters collected enough money to make their movie in color and to add sound—a tape recording of a narrative spoken by various members of the class.

The film was sent to a commercial laboratory for processing and then was edited by class members and their teacher, Donald J. Murphy. Parents and school officials were invited to a preview showing of the movie. Later all the children in the school district

were given a chance to see the movie, which also was shown at meetings of the P.T.A. and at a citizens committee meeting.

A TASTE OF LANGUAGES sometimes helps to cultivate a taste for languages in junior high school pupils at Port Washington, N.Y.

Eighth graders there are offered a course that gives them some knowledge of Latin, French, Spanish, Portuguese, Italian and German so they can decide if they want to take a language course in ninth grade.

Aims of the junior high course are to highlight the literature, music, art and architecture of other countries as well as to stimulate an interest in foreign languages.

The teacher, Bert Gerard, has written and duplicated the text, which includes sections on the language, people and culture and on the artists, poets, musicians, inventors and explorers of



six foreign countries; has made reading selections in various languages which are simple enough to be translated at a glance; has gathered songs; has set down phrases about the weather; has listed the days of the week, the months and numbers for counting; has worked out simple exercises using material the pupils have learned. Records, filmstrips, maps and charts also are used by the class.

Each pupil gives an oral report about a distinguished foreigner who interests him. A talk about an artist is illustrated with reproductions of his paintings; one about a musician with recordings of his work. Also each

pupil makes a scrapbook about an outstanding person and his native country.

"EXPERTS PLAY SAFE. Do you?" This was the question asked in a bulletin board display planned by fourth graders at the Pacific Beach Elementary School, San Diego, Calif. The display concerned school playground safety.

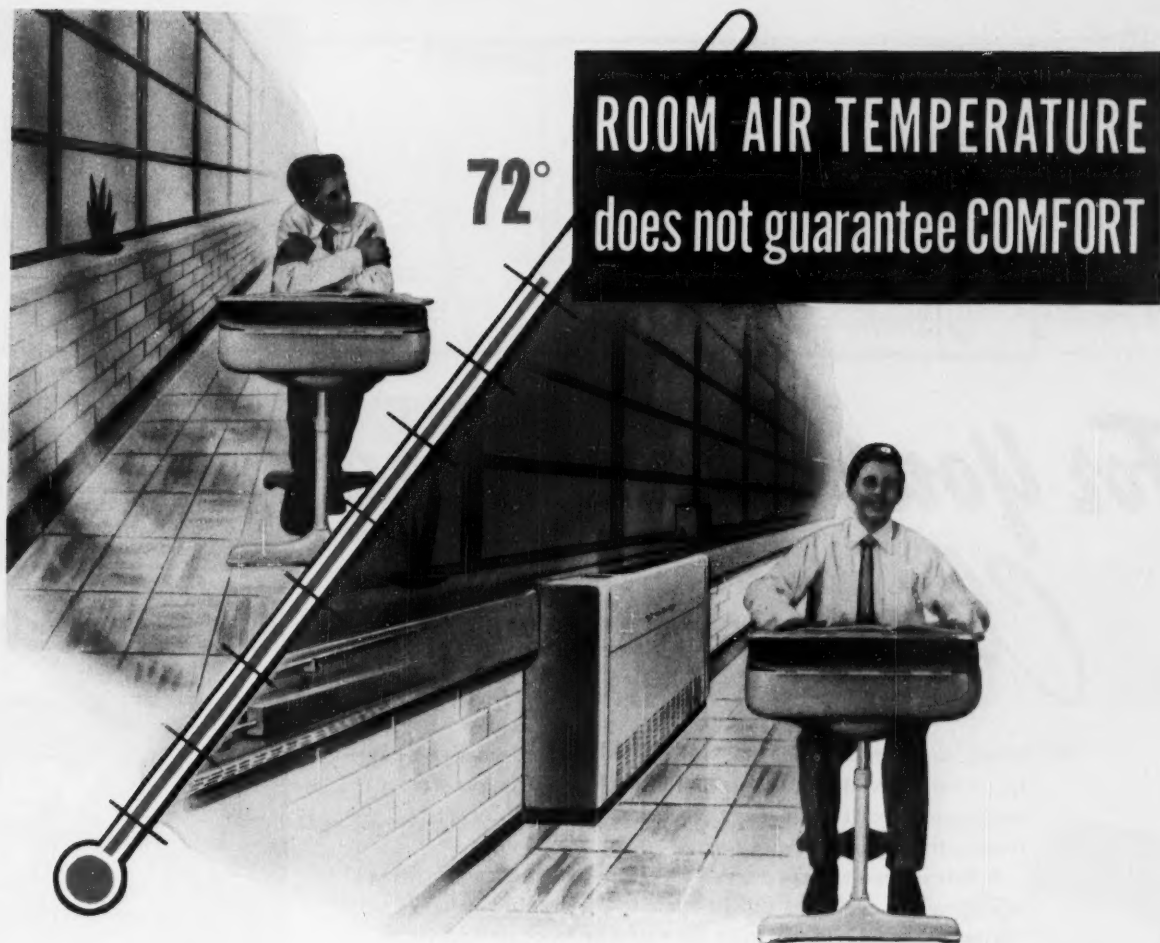
Each child painted a panda bear. Then the class planned the bulletin board, which showed the pandas playing such group games as follow-the-leader, four-square, tether ball, hopscotch, baseball and kickball.

Other children in the school were so pleased with the panda bears' antics that traffic in the school hall was almost stopped the day the bulletin board was installed.

THE HORTICULTURE COURSE at Evanston Township High School, Evanston, Ill., has been adapted to the needs of present and future suburbanites, who probably won't ever grow acres of corn or soybeans but will want to plant flowers in the yards of their homes.

There are 20 students in the class, which is taught by Tom Wilson. If there were space, he could have another class. But finding enough space is one of his problems—space for students, space for plants, space in which to keep dirt so that it won't freeze. However, a local florist does help by contributing cuttings, by allowing Mr. Wilson to bring in plants when he can find no more room at the school, and by showing students through greenhouses.

Boys and girls in the horticulture class study floriculture, flower arrangement, and landscaping. More specifically, they learn to use garden tools, to understand plant structure, to identify at least 100 plants, to arrange borders of perennials and annuals, and to use insect and disease controls. As part of their class work they grow plants on the grounds and for use in the school.



YOU cannot rest the whole case for a comfortable thermal environment upon room air temperature alone. Thermal comfort is related also to *the temperature of surrounding surfaces.*

The Nesbitt Syncretizer with its Wind-o-line Radiation running the full length of windows provides a blanket of heated air (plus a radiant heat gain) to protect occupants from cold surfaces and downdrafts.

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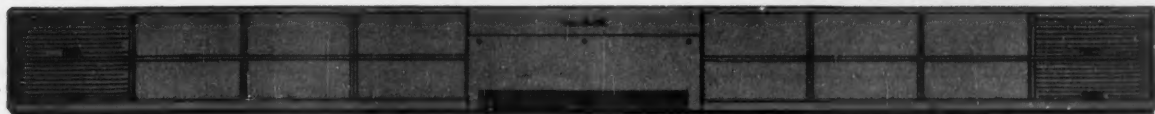
This means *more and longer* protection against cold surface discomfort. And without impairing the cooling capacity of the system to prevent overheating. For the Wind-o-line *never remains on when more than the minimum quantity of outdoor air is needed for cooling.* (Hence, the maximum fuel economy is also achieved.)

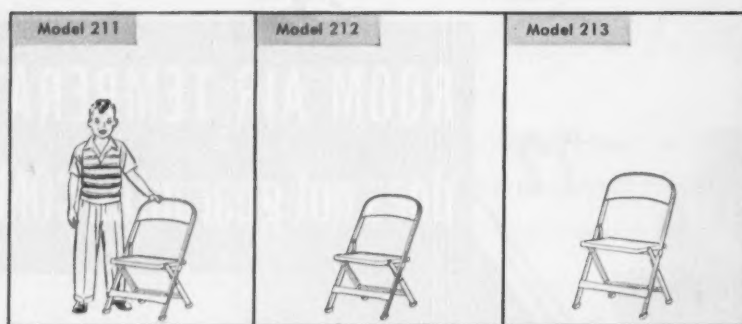
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Clarin chairs aren't thrown together. They are engineered to quality specifications from quality materials. That is why Clarin can give the only written 10-year guarantee in the industry. Examine their features and you'll understand why thousands of Clarin chairs are still giving satisfactory service after more than 20 years of use.



STRONGER: welded wherever possible, not riveted.

SAFER: x-type construction for strength and stability; won't collapse, tip or fold, even though you stand on it.

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MORE CONVENIENT: folds flat within own frame for fast, safe, non-wobbly stacking in minimum space.

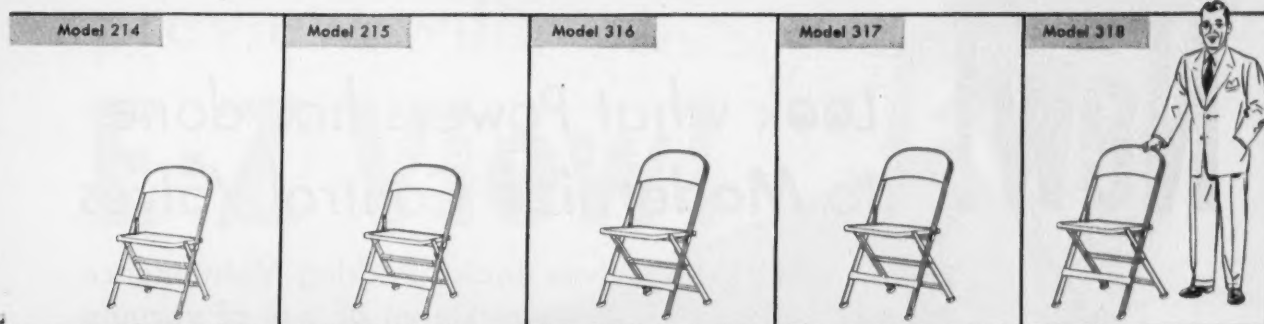
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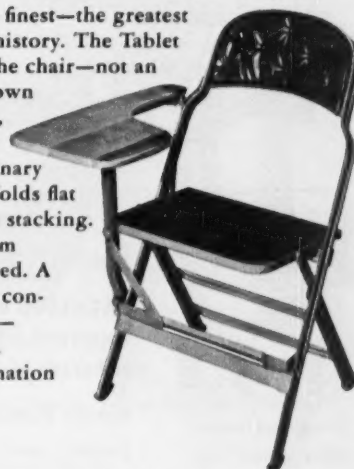
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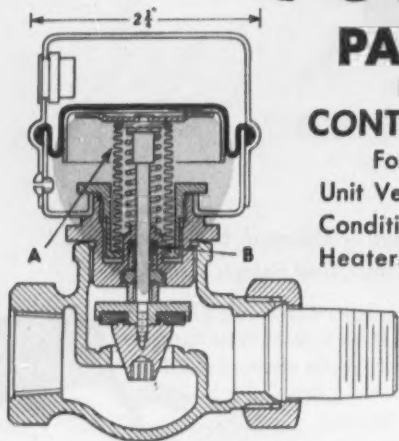
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Prevent leakage of water or steam or loss of vacuum

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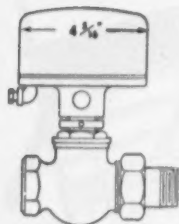


Another **POWERS** Contribution to Better Heating and Air Conditioning Control

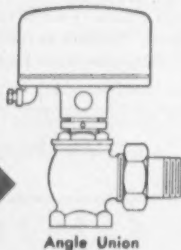
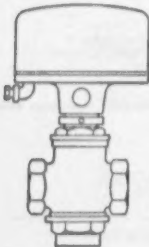
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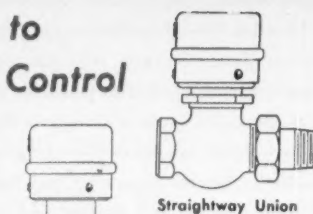
For utmost dependability and lowest cost maintenance specify control by Powers **PACKLESS** Valves.



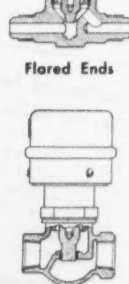
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3-Way Screwed Ends



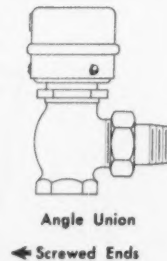
Angle Union



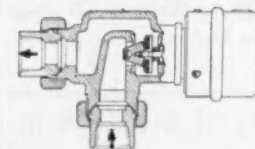
Flored Ends



Below: Reverse Flow Double Union



Angle Union
← Screwed Ends



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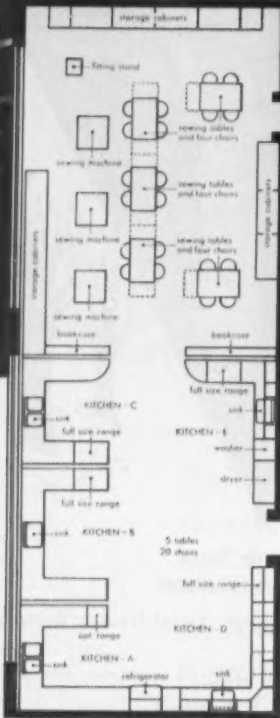
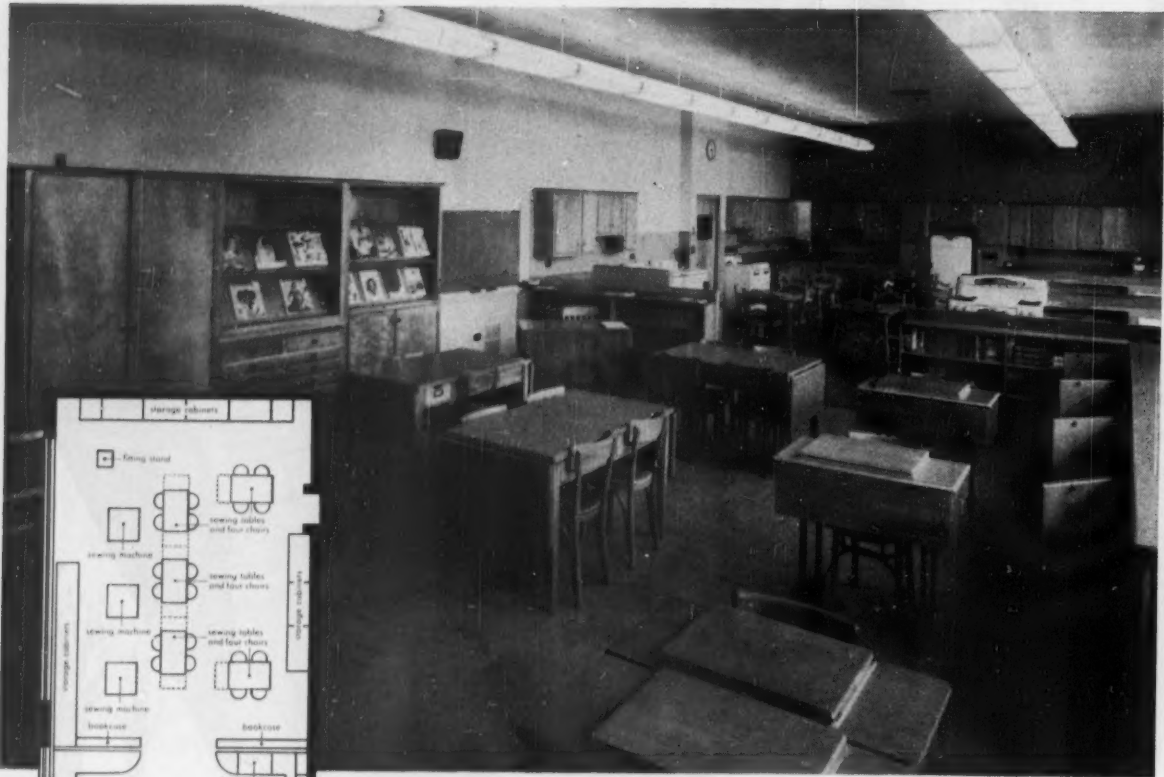
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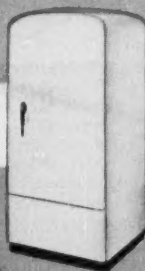
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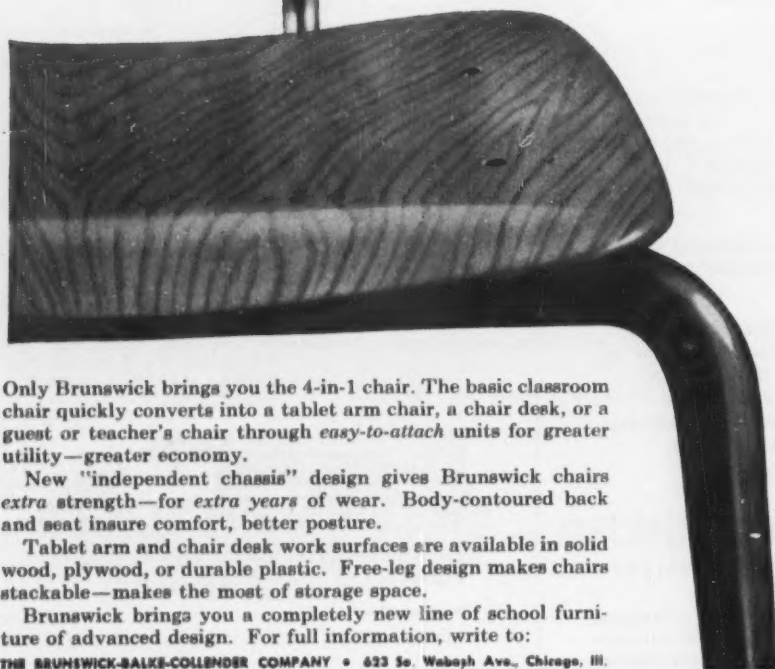
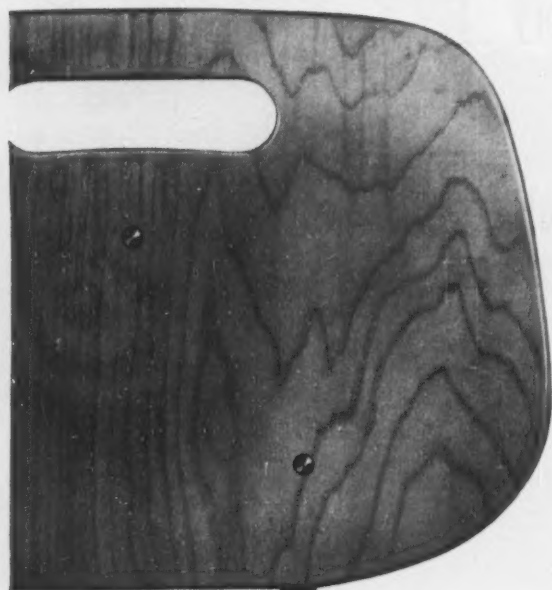
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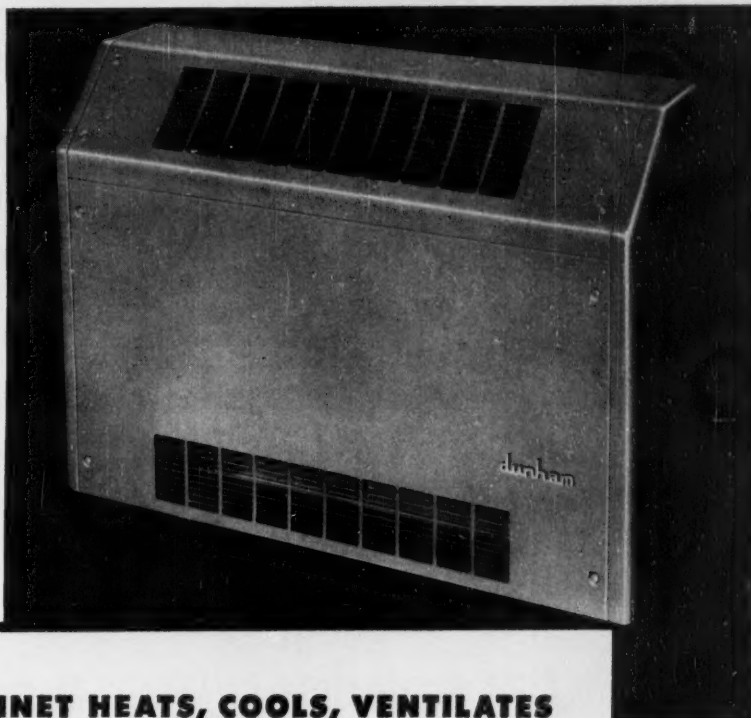
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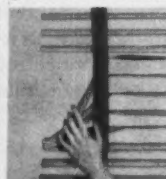
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ing. Just write or phone, and tell us when you are coming.



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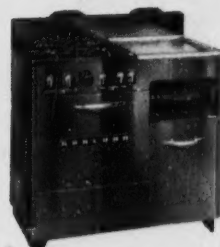
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SKIL Belt Sander—Model 448—3" belt.
Weighs 15¾ lbs. Size: 4¼" wide x 15¼" long
x 8½" high. Belt speed: 1200 ft. per minute.
Four other models, smaller and larger capacity;
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SKIL

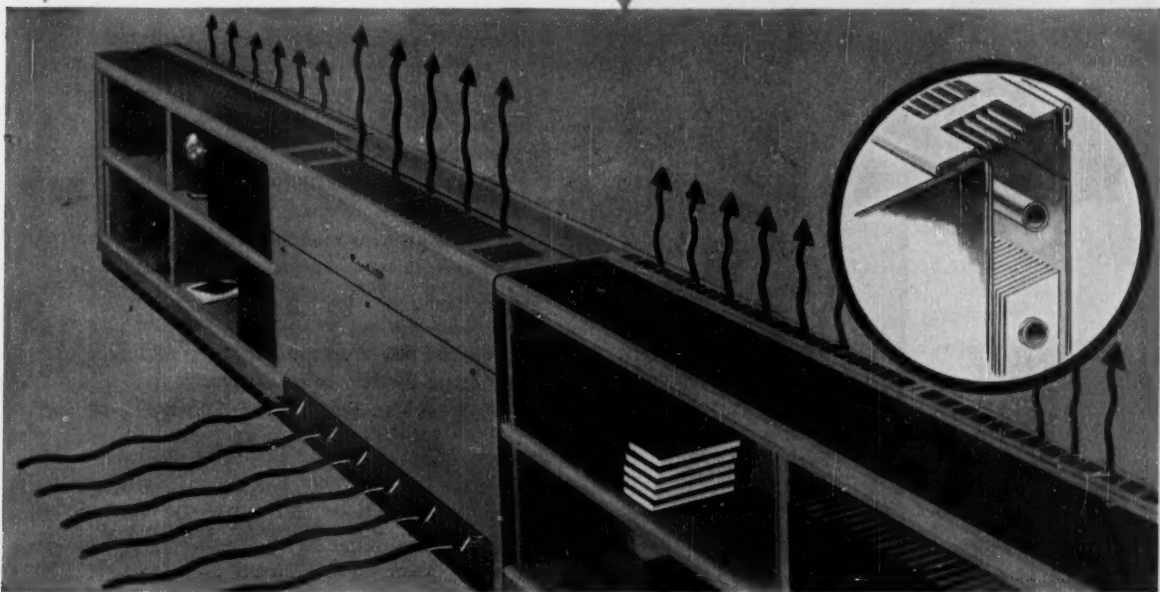
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Every pupil—wherever he sits—will be completely comfortable! No "wall of ice" . . . no drafts or unwanted temperature variation! Why? Because this Nesbitt Wind•O•Line syncretizer provides a blanket of heat the length of window areas—insuring that all students are pleasantly comfortable, regardless of outside temperatures.

Below is the Nesbitt Wind•O•Line "package"—unit ventilator, with finned-tube radiation extending to either side, and matching storage cabinets. Enlarged section shows construction details of finned-tube radiation. For complete data on this and other school ventilating equipment, consult your nearest American Blower Branch Office.



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in the school...

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OF A P-A-X DIAL

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AUTOMATIC ELECTRIC



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A. WAXES THAT COMBINE

ANTI-SLIP SAFETY!

PLUS LONG-WEARING BEAUTY

THAT MEANS WAXES CONTAINING DU PONT "LUDOX"

Now institutions can give floors anti-slip safety *and* durable beauty by using waxes containing Du Pont "Ludox" colloidal silica. Invisibly tiny particles of "Ludox" in waxes offer new walking safety, *as well as extra film hardness.*

And waxes properly formulated with "Ludox" are fully equal to the best of floor waxes in gloss, water resistance, leveling, and other desirable properties. With all these advantages, you can see why waxes containing "Ludox" are specified by more and more safety and maintenance engineers.

If you are not already using anti-slip waxes containing "Ludox," ask your supplier about them. Or, if he cannot supply you with a wax fortified with "Ludox," consult E. I. du Pont de Nemours & Co. (Inc.), Grasselli Chemicals Dept., 4147-S Du Pont Bldg., Wilmington 98, Delaware.

How "LUDOX" gives slip resistance

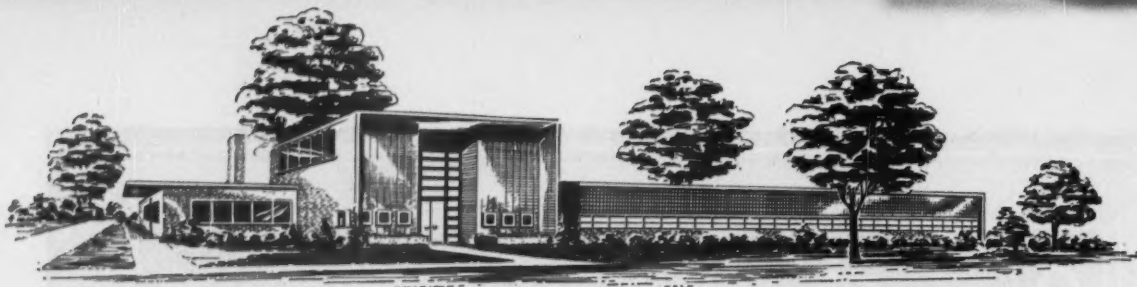
As the foot presses on the waxed floor, submicroscopic particles of "Ludox" (so small that there are more than 300 trillion under the heel alone) press into larger, softer wax particles. This provides a unique anubing action... helps keep the foot from slipping.



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BETTER THINGS FOR BETTER LIVING...THROUGH CHEMISTRY



Good news for light-conscious planners

First Toplite installation leads new trend in classroom design

New school uses Kimble Toplite Roof Panels and Insulux Light-Directing Glass Block in side walls to give better, more evenly lit rooms.

There was a time when lighting experts worked to increase the amount of illumination in rooms because they felt the more light, the better the seeing conditions.

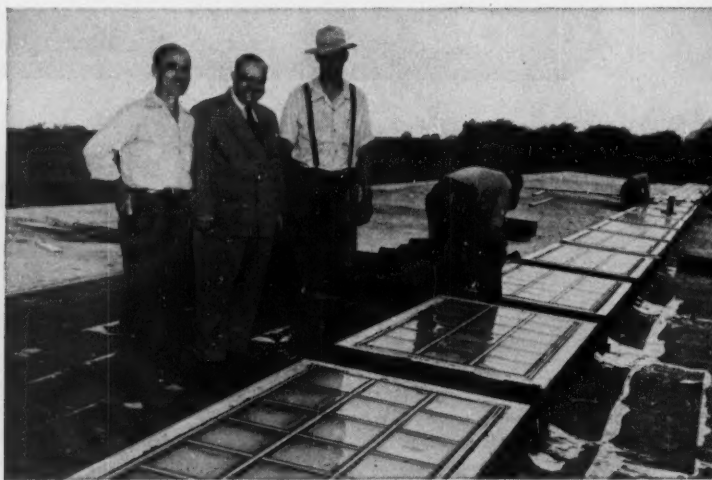
However, continuing research by Kimble Glass Company at its Daylighting Laboratories has proved it is *quality*, not *quantity*, of daylight that creates good seeing. Steady, even lighting without glare and harsh contrasts creates the ideal seeing environment.

With this new combination of Insulux fenestration and Kimble Toplite it is now possible to bring adequate daylight into any classroom regardless of depth, and to create illumination levels that fall within those requirements established by I.E.S. Size and arrangement of the Toplite panels are determined by room dimensions.

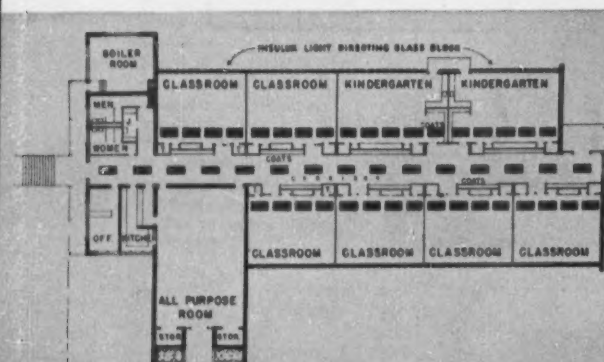
New Kimble Toplite Roof panels are designed to transmit low Autumn and Winter sun as well as cool northern light all day long . . . but . . . also repel the hot, glaring light of a mid-day summer sun. The result is soft daylight throughout the room all day.



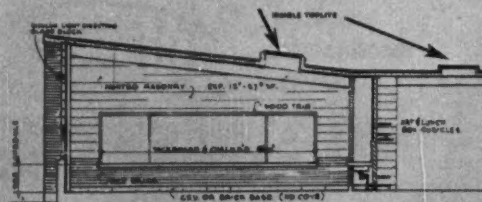
Kimble Toplite Roof Panels are factory-fabricated. In their sturdy, individual crates, they arrive on the site ready to install.

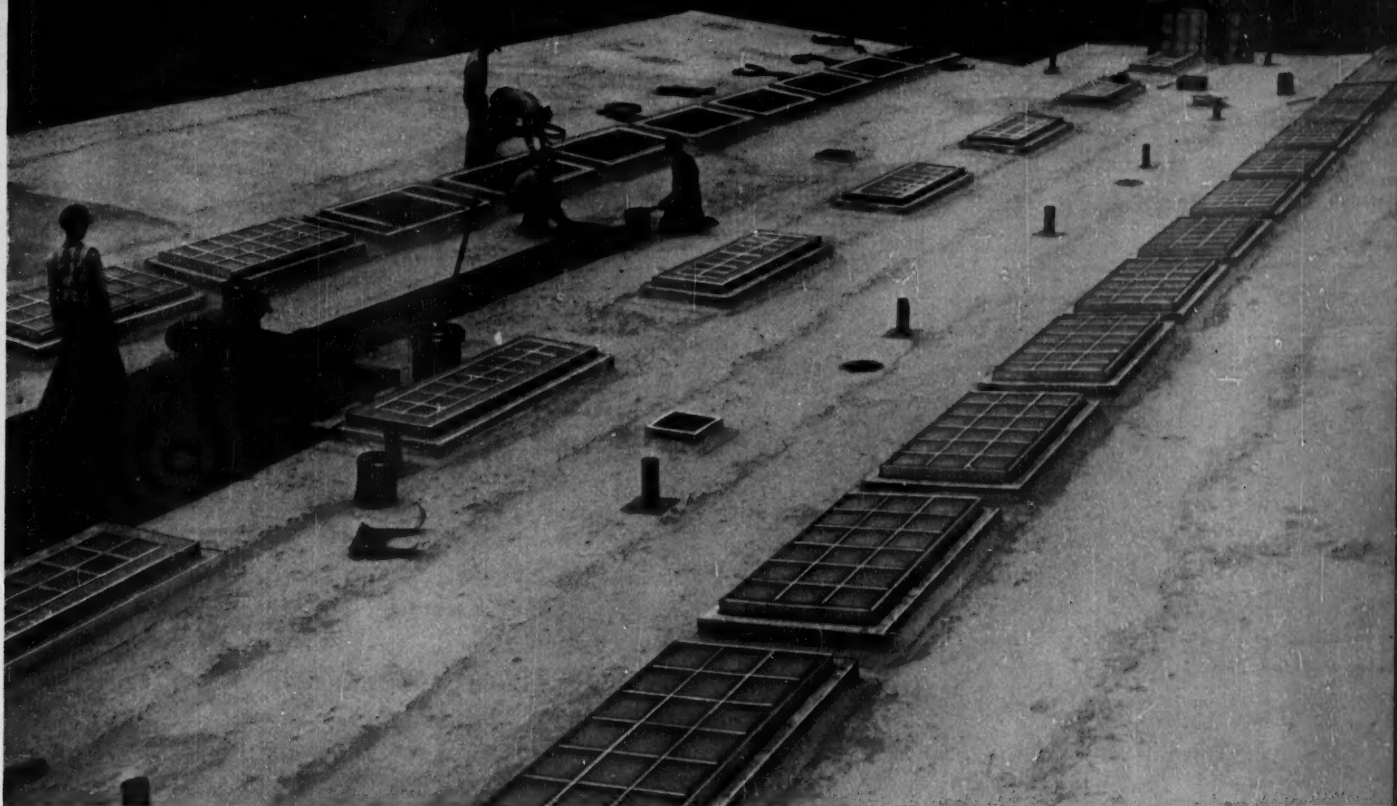


Earl Van Sickle, Supt. of Schools, Louis C. Kingscott, Architect, and Henry Vander Veen, building contractor (l. to r.), inspect the installation.



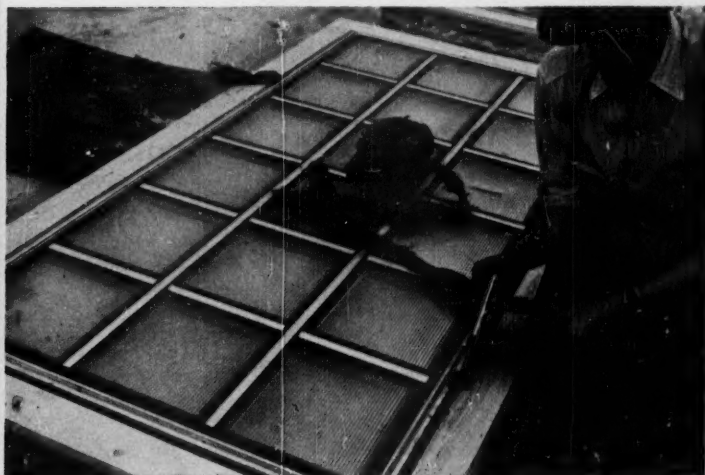
Black boxes (sketch left) indicate location of Toplite panels in corridor and classrooms. The high insulating value of Insulux Glass Block and Toplite Roof Panels reduces troublesome condensation in winter . . . reduces loads on heating and artificial illumination systems.



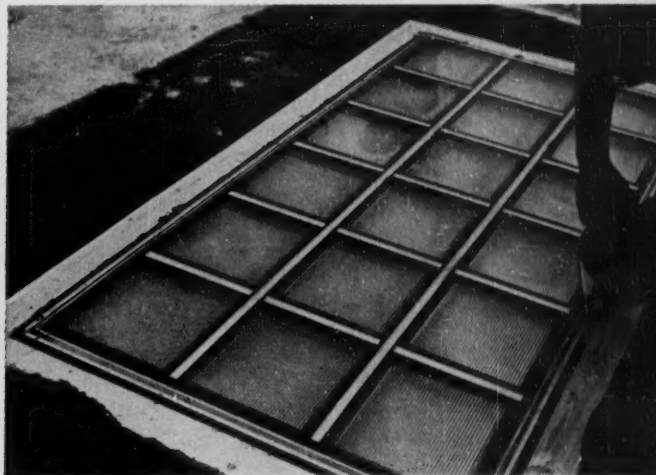


The new Middleville School, Middleville, Michigan, was designed by the architectural firm of Louis Kingscott & Associates, Kalamazoo, Michigan. It is the first school completed that uses a combination of Kimble Toplite Roof Panels and Insulux

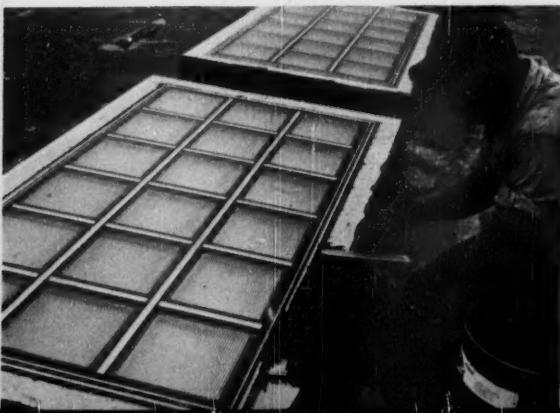
Light-Directing Glass Block panels. Here is a construction photograph of the roof of this new school. The Toplite Panels in left and right rows are in classroom areas. Center panels are overhead in corridor. (See sketches lower left).



Factory fabrication means uniform quality and low job-installation cost. Panels are set on prepared curbs. Left, above, marine-spun oakum is forced into the expansion space between Toplite Panel and curb. Next, right above, Vault-Light cement is poured



in stages between Toplite Panel and curb. Cement is fast-setting and serves as a seal. Below left, worker trowels on asphaltic compound in preparation for laying of fabric membrane flashing material. Note roofing material is brought to top of curb.



The complete story of this great new advance in efficient utilization of *free* daylight is available in the bulletin: "Kimble Toplite—a new system in daylighting." Send for your free copy today. Address Kimble Glass Company, Dept. NS-9, Box 1035, Toledo 1, Ohio.



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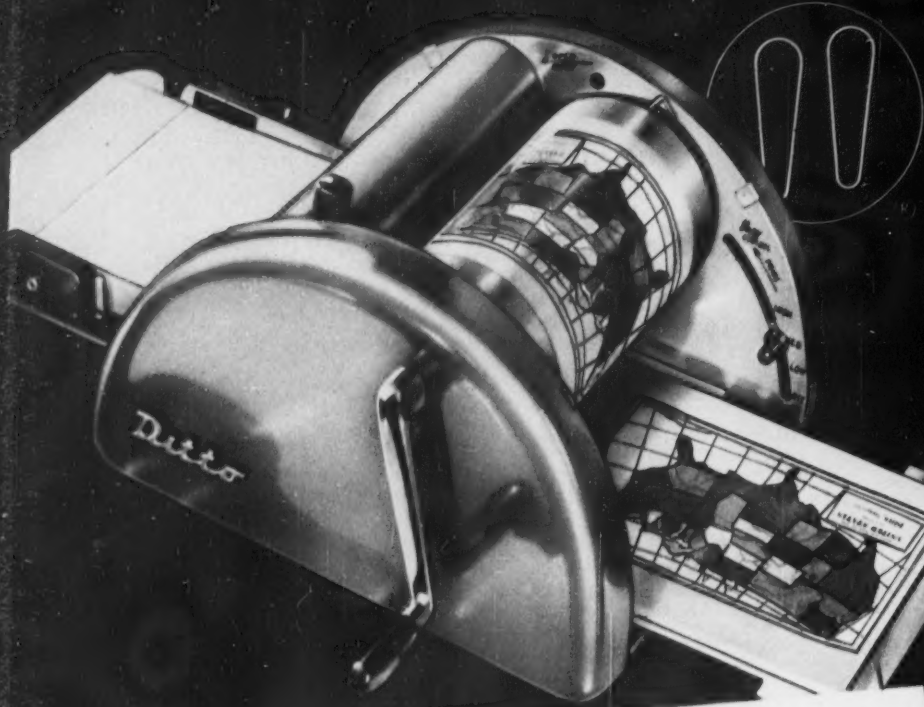
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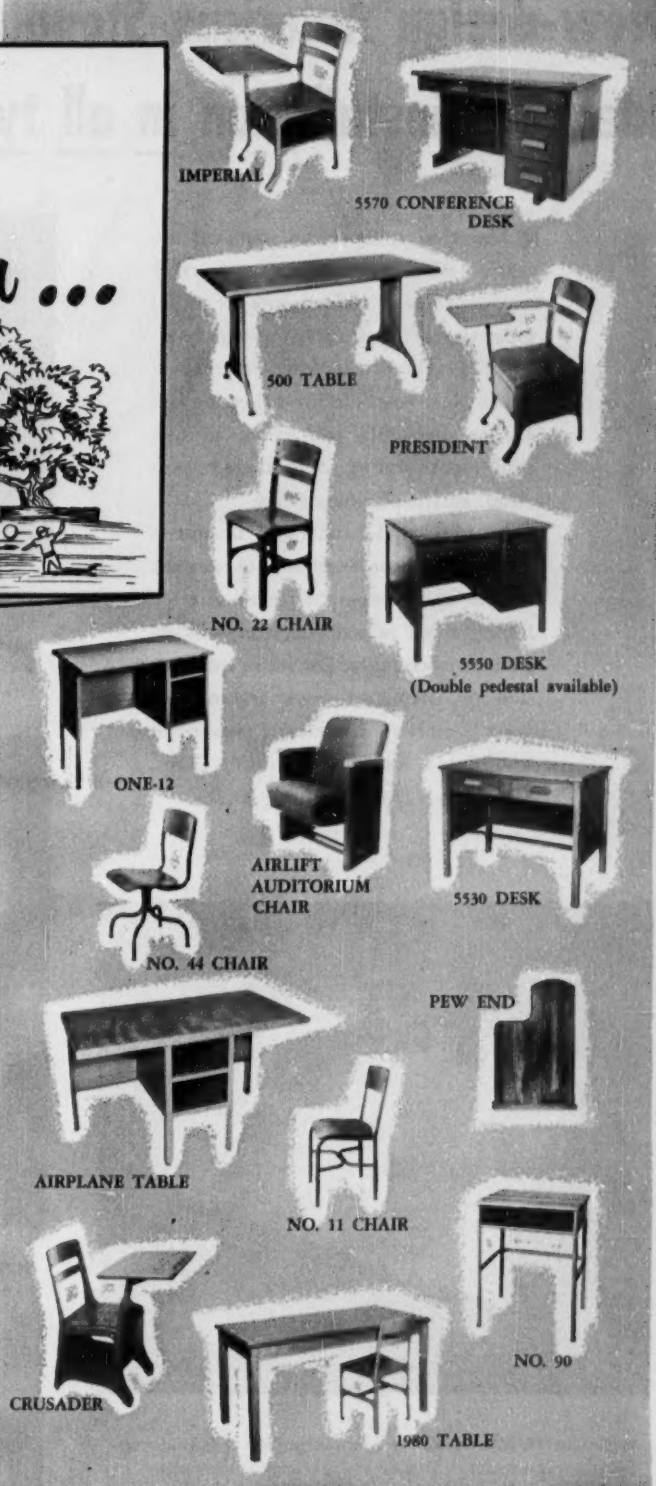
More new school buildings and additions will be built this year to accommodate the unprecedented rise in the nation's school attendance total.

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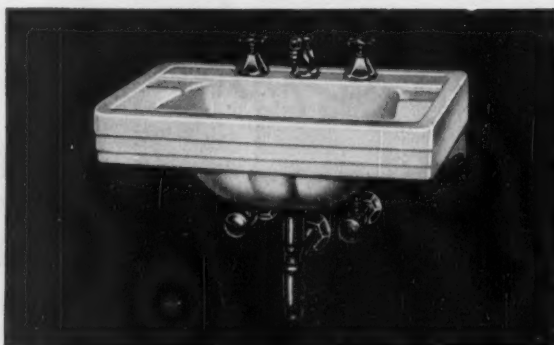
New-design American-Standard lavatories ideal for installation in all types of schools

■ New-design American-Standard lavatories offer greater beauty, convenience and ease of maintenance for school toilet rooms. They are being widely acclaimed as the best-looking fixtures ever made. New bowl design makes the lavatories unusually convenient to use. And smooth styling makes them easy to clean, cuts maintenance time.

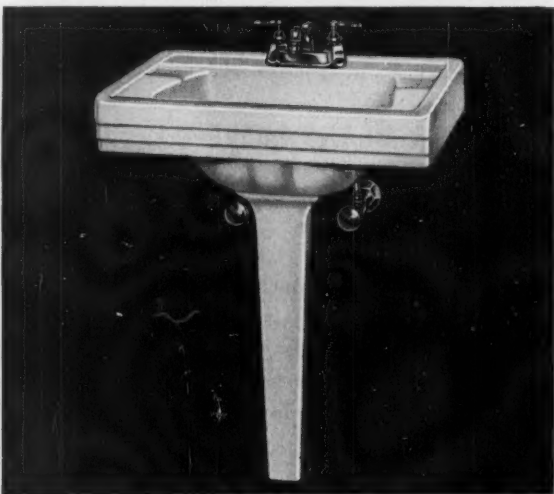
In addition to the three lavatories shown, American-Standard offers a wide variety of plumbing fixtures suitable for all types of schools, from kindergartens to colleges. For more information on them, see your architect or your plumbing contractor. **American Radiator & Standard Sanitary Corp.,** P. O. Box 1226, Pittsburgh 30, Pa.



THIS ILLUSTRATION shows the new-design bowl of American-Standard lavatories. It is wide at the front to allow plenty of space for washing, yet tapers to the rear to leave room for large, cast-in soap dishes. Overflow is concealed in the front of the fixture to preserve unbroken smoothness of design.



OFF-THE-FLOOR New Buena lavatory is especially suitable for elementary school use because it can be installed at any height most convenient for the children. The Buena is made of genuine vitreous china in a variety of colors. Fittings are non-tarnishing Chromard.



BOTH THE BOWL AND GRACEFUL LEG of the New Hibben lavatory are made of genuine vitreous china that retains its smart good looks indefinitely. A variety of combinations of smooth-working, long-lasting fittings is available for each of the lavatories shown.

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to quickly understand your needs and to wisely plan and properly equip your

SCIENCE ROOMS AND LABS, SHOPS, HOMEMAKING ROOMS, ARTS-CRAFTS WORKSHOPS

Sheldon experience represents to you a skill and knowledge come by only through vigorous pursuit of the highest standards of perfection, both in design and construction of hard-action school furniture and in planning your rooms in terms of your space, within your budget, to help you get full measure out of your program. Our continuing challenge is in focusing our broad background upon your specific problems.

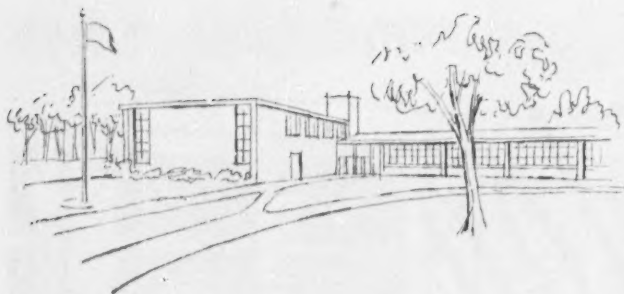
Sheldon Furniture for high-school shops, laboratories, homemaking rooms, and studios.

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SHELDON FURNITURE

for high school shops, laboratories, homemaking rooms, and studios.



ACOUSTICAL MATERIALS AT WORK

in the **HIGHLAND ELEMENTARY SCHOOL**, Westfield, Mass.

Architect: James A. Britton, A.I.A.

General Contractor: E. J. Pinney Company, Inc.

Acoustical Contractor: Johnson Asbestos Co.

To facilitate the handling of younger children, the kindergarten unit has its own separate entrance, play area, and washroom space. A further convenience is the Cushiontone sound conditioning which absorbs the normal noise of youngsters.



ADVANCED SCHOOL DESIGN FEATURES LOW-COST SOUND CONDITIONING

Modern architectural concepts and strict budget requirements demanded building materials that were both functional and economical in the new Highland Elementary School. Consequently, ceilings of low-cost Armstrong's Cushiontone were selected to provide the sound conditioning that was an integral part of the school's design.

Cushiontone is a perforated wood fiber tile that soaks up distracting noise. It does more than promote healthful quiet, however. Cushiontone's attractive appearance helps carry out the modern interior. Its white paint finish reflects light without glare, helps maintain the proper illumination that's so important to cheerful classrooms.

This finish is ironed-on for extra smoothness, extra durability. Washing and repainting are easy and economical. Cushiontone is quickly installed by nailing or cementing.

Cushiontone is only one of the many acoustical materials made by Armstrong. In the Armstrong Line, you'll find a wide range of product features to suit any sound-conditioning need. Call in your Armstrong Acoustical Contractor for full details and a free estimate. For the free booklet, "How to Select an Acoustical Material," write Armstrong Cork Company, 4209 Wabank Ave., Lancaster, Pa.



The attractive open design of the centrally located public entrance lobby helps provide a pleasant welcome for visitors. The Cushiontone ceiling absorbs the noise of footsteps and voices, blends well with the other materials.

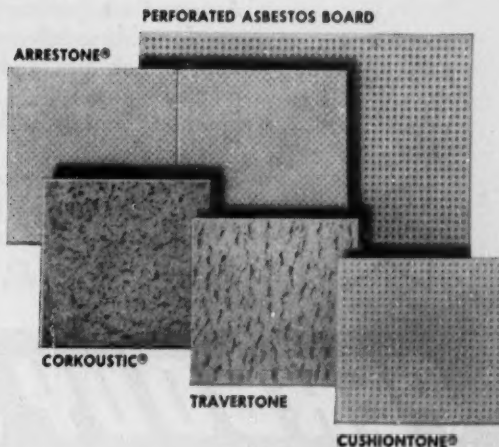
ARMSTRONG'S ACOUSTICAL MATERIALS



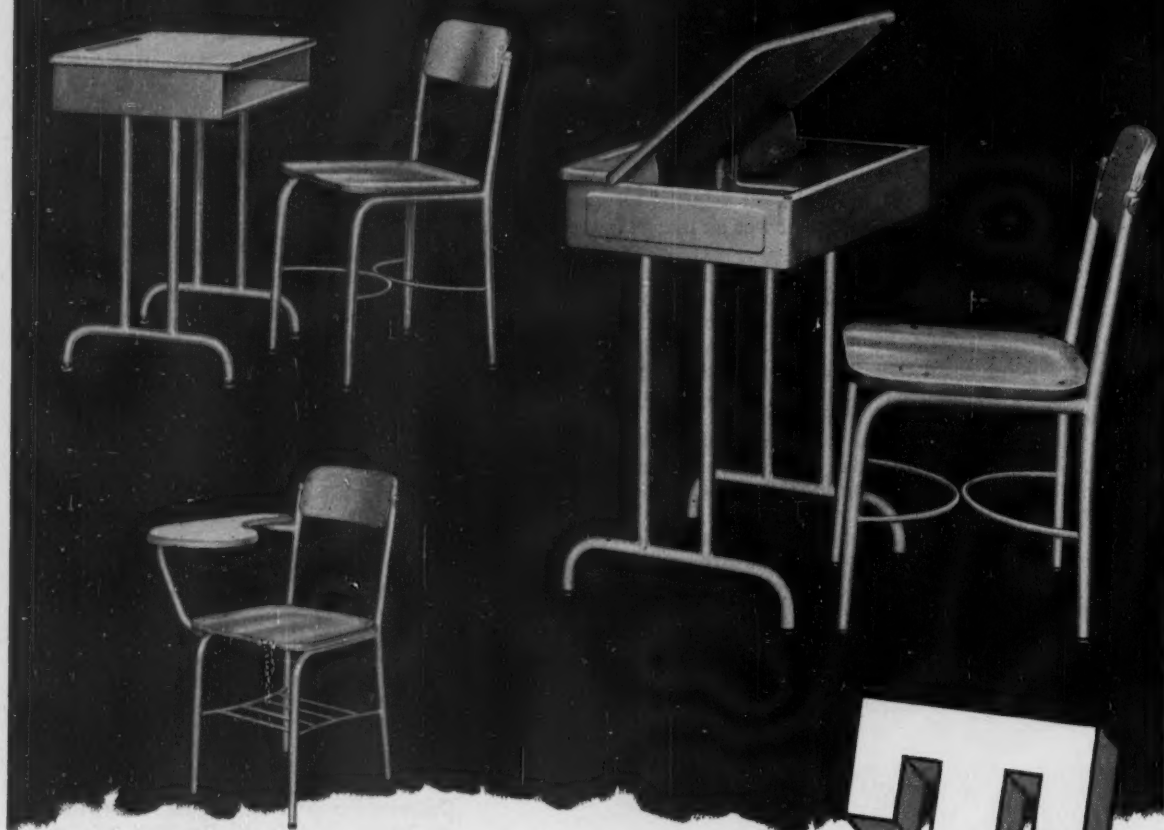
Walls of ceramic tile were used in the corridors and washrooms. Cushiontone ceilings muffle sounds bouncing off these hard surfaces and prevent them from building up to disturbing levels.



Optimum illumination is provided for each room by modern lighting and clerestory windows. Cushiontone's white paint finish and the special green glass chalkboards diffuse the light without annoying glare, help prevent eyestrain.



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SUITS CLASSROOM NEEDS TO A

- Smoothly curved and tapered tubular steel construction.
- Design of table pedestals affords maximum freedom of movement.
 - Absence of cross braces improves posture.
 - Automatic adjusting back support and comfortable saddled seat on PC and PTA chairs.
 - Top, tablet arm and seat solid northern hard maple.
 - Finished Suntan with tough scratch resistant "Celsyn."
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 - Chairs sized on the inch, seat heights 11" through 18".
 - Table heights sized on the inch, 20 through 30 inches.



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PEABODY

NORTH MANCHESTER, INDIANA

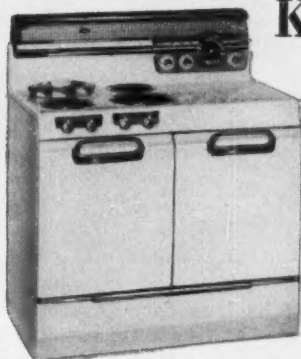


Today's kitchen is a pleasant place—yet the homemaker need not spend most of her time there. Modern electric appli-

ances do much of the work without her attention—which is why students seek instruction in how to cook . . . electrically!

STUDENTS LOOK FORWARD TO KITCHENS LIKE THIS

... of course, it's electric!



Today's students need no instruction in *what* modern kitchen equipment should be—but they *do* want to learn how to use it to best advantage. And one of the most important appliances in the modern kitchen is its Electric Range. To keep abreast of student need for instruction in modern cooking methods, include *Electric Ranges* in the equipment for your school laboratory. Your local electric light and power company or electric appliance dealer can advise about installing modern, automatic *Electric Ranges*.

Some valuable suggestions A helpful item to aid you in planning or remodeling the school laboratory is a FREE booklet—"The Modern Home Economics Department." It includes floor plans and other practical material. Use the coupon at right for your copy.

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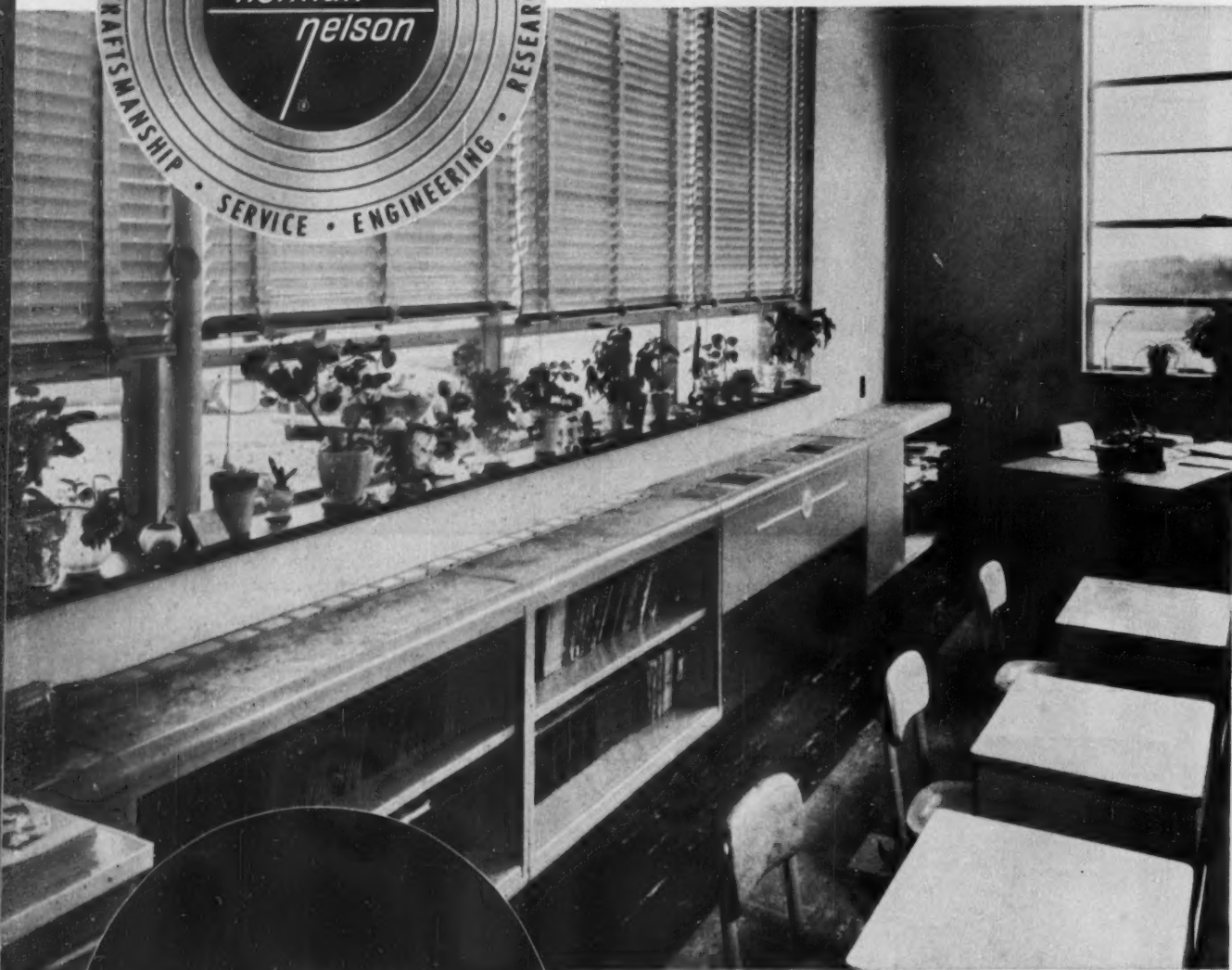
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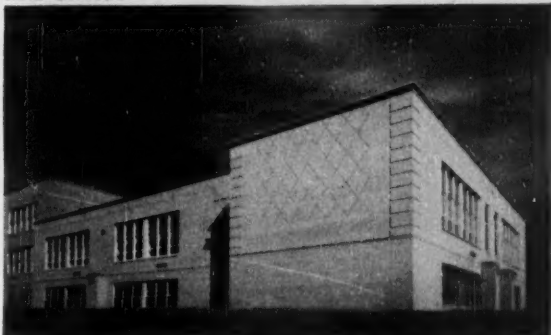
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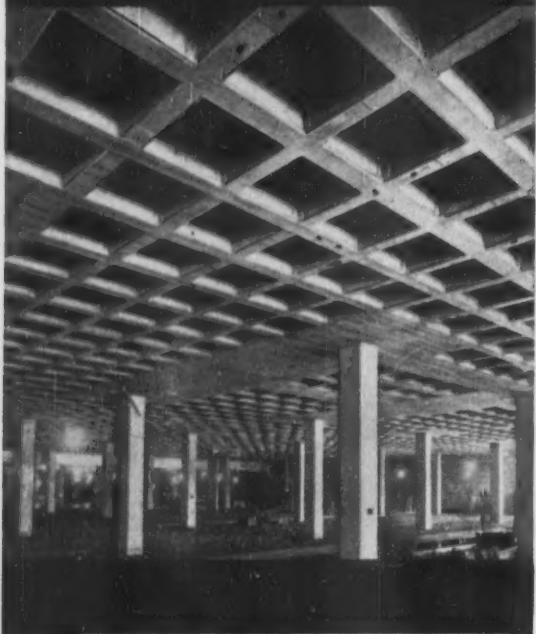


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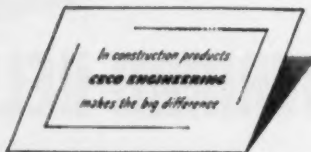
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Looking Forward

His Program Lives

THIS is the sad news of the death of a great personality you probably never met, yet whose influence you have known as long as you have been a reader of this magazine.

On July 19, Dr. Otho F. Ball, president of the Modern Hospital Publishing Company, publisher of *The NATION'S SCHOOLS* and three other periodicals, died at his home at the age of 78.

As founder and president for more than 40 years, Dr. Ball had built an organization that established new standards of service to administrators in the hospital and education fields. Basic in his principles of publishing was the guarantee of professional integrity for his editorial staffs—a policy that has been continuously reflected in the pages of *The NATION'S SCHOOLS* since its founding 25 years ago.

In recent years, Dr. Ball had been content to watch and counsel as younger members of the organization continued and expanded the purposes and principles upon which the company was founded.

Associated with Dr. Ball in the total program for more than 20 years was Raymond P. Sloan, who now takes over the presidency. Mr. Sloan is known to readers of *The NATION'S SCHOOLS* as its former managing editor and then editorial director and also as vice president of the parent company.

The same foresight that enabled Dr. Ball to look years ahead in the publishing field also characterizes the unique manner in which he provided that *The NATION'S SCHOOLS* and its affiliated publications shall continue intact as a publishing organization.

The Price of Controversy

WANTED: Nonentities for school administrative positions. Candidates must be placid, without opinions, and, above all, noncontroversial.

Such seems to be the trend if one judges from the recent action of the trustees for the University of Illinois and the board of education at Houston, Tex.

In forcing the resignation of George D. Stoddard through the technic of a "no confidence" vote, the Illinois board indicated that it considered its president "too controversial." In the words of Gov. William G. Stratton of Illinois: "There was a feeling on the part of the board that it would be better to have someone less controversial toward the legislature and the public."

Dr. Stoddard's "controversy" with the legislature included his opposition to vicious antisubversive legislation, which Republican Governor Stratton himself vetoed, as had also his Democratic predecessor, Adlai E. Stevenson.

His "controversy" with the public dates back to 1945 when he was a delegate to the conference that set up UNESCO. Such activity, said isolationists in the Illinois legislature, "is only one step from communism."

Since trustees at the University of Illinois are elected on a partisan party basis, it was inevitable, too, that political intrigue should be a factor in determining Dr. Stoddard's fate. This became evident nearly a year ago when an Illini football hero of yesteryears, "Red" Grange, was elected a trustee on a "get Stoddard" campaign basis.

Suffering a fate similar to Dr. Stoddard's is George Ebey, deputy superintendent of the public schools at Houston, Tex. He, too, has been dismissed, not for disloyalty or incompetence but because he, too, is "controversial."

The Houston board spent taxpayers' money to hire a firm of former F.B.I. men to "investigate" Mr. Ebey, particularly during the time that he was assistant superintendent of schools in Portland, Ore.

The report, totaling 348 pages and covering 117 interviews, provided no proof of any disloyalty by Mr. Ebey as a citizen. But the Houston board decided on peace at any price. Said Chairman James Delmar, who cast the deciding vote in the 4 to 3 decision: "The community is already split wide open over this matter. If Ebey stays, I can see only further conflict."

This news from Urbana and Houston must be discouraging to sponsors of the C.P.E.A., a joint project of the American Association of School Administrators and the W. K. Kellogg Foundation to improve the lot and competencies of the school administrator. Perhaps the C.P.E.A. should concentrate upon the development of robots for superintendents—upon the production of mechanisms that are routine perfectionists, completely incapable of creative or independent thinking and wholly devoid of any human characteristics.

Unexplained Circumstances

THE Los Angeles board of education again finds itself unenviably in the public spotlight. It has turned down a \$335,000 Ford Foundation grant which would have financed an emergency teacher education program.

The project had been planned in collaboration with the

University of Southern California, the University of California, and Los Angeles State College and would have greatly alleviated the teacher shortage in Los Angeles.

In fact, the board of education originally asked for the grant and on June 22 formally accepted it by a vote of 4 to 1.

Under the plan originally proposed by Supt. Alexander J. Stoddard, Los Angeles would select annually for five years 90 qualified men and women with B.A. degrees who might make good teachers. They would get a year's practice teaching and two years of summer school as special in-service training.

Leading the attack on the plan was the *Los Angeles Evening Herald and Express*, shouting: "Pink socialism. Hoffman is out of the Ford Foundation, but his spirit is still there." The whole thing is a plot "to swing UNESCO and 'One World' back into the Los Angeles school system," asserted the Hearst paper.

Caustic Robert M. Hutchins, associate director of the Ford Foundation, commented: "The patriotism of the Los Angeles school board was so intense that it developed an x-ray eye that enabled it to see Henry Ford II, Benson Ford, Donald David of the Harvard school of business and the other men who dominate the Ford Foundation as Communist agents."

It's not so, retaliated members of the board. Said board President Hugh C. Willett: "A majority voted that the project be canceled because of circumstances which made it impossible to carry out plans this summer."

The "circumstances" were not explained.

Dangers of Distortion

THERE is certainly no way to determine whether or not communism has made its 'deepest inroads' into education until congressional committees have made similar investigations into all other major occupational groups and organizations in the country," said Richard B. Kennan, secretary of the N.E.A. Defense Commission, addressing administrators and teachers at a summer session at Teachers College, Columbia University.

The statement was made a few days prior to the release by the Senate internal security subcommittee, headed by Sen. William E. Jenner of Indiana, asserting that American schools and colleges are dangerously infiltrated with teachers bent on distorting education to communistic advantage.

Dr. Kennan probably knew that the Jenner committee was basing its report largely upon selected statements from witnesses in the four areas that might well be the most productive of the kind of testimony that the committee sought, namely, New York, Washington, Boston and Chicago.

"Communist activity," said Dr. Kennan, "is known to be concentrated in larger industrial centers. It is doubtful if there is a single Communist party member to be found in any group of 5000 or more teachers outside of our largest cities. If you call this successful infiltration, then I'm afraid you'll mistake an air rifle for the atomic cannon.

"Don't try to read into my words," the N.E.A. spokesman continued, "that we should be complacent because there is

only one in 5000. One active Communist in a public school is one too many."

Instead, Dr. Kennan was warning that "this process of concluding from a narrowly specialized investigation that the one group under investigation is thereby the worst of all groups, when the other groups have not as yet been investigated, is dangerous to those who are sincerely interested in determining the nature and extent of Communist infiltration into our American institutions and organizations.

"In spite of all the fanfare from legislative investigating committees," believes Dr. Kennan, "the teaching profession and the local boards of education have been doing a very good job of ensuring a loyal body of teachers for America's children."

Debunking Clichés

PRESIDENT William F. Russell of Teachers College, Columbia University, did a masterful job of debunking clichés in his commencement address at Miami University, Oxford, Ohio.

Modern educational research, he said, has disproved a lot of those time-worn "saws" that pop up everywhere in speeches and articles by school people. For example, he said that oft-quoted assertion "knowledge is power" takes entirely too much for granted. "Knowledge is merely knowledge," he said, implying that knowledge becomes power only when the individual knows how to use it effectively.

Neither does the study of government *ipso facto* lead to good citizenship, nor the study of hygiene result in improved health. Instead, such study merely imparts to the pupil some ideas about government and health without guaranteeing better attitudes or better habits.

For those who think "hard work trains the mind and hardens the character," the president warned that this notion has "so little validity that teachers should disregard it altogether. The mind is not a muscle that acquires strength by mere exercise. There is only slight transfer of thinking about the Latin language, for instance, to other thinking. Even a thorough knowledge of formal grammar appears to have no beneficial effect on good oral and written expression."

Dr. Russell was refuting that ancient notion that teaching is a "simple process, easily learned and capable of being done by almost anybody who knows his subject and can hear well enough to tell whether children recite accurately. Proper teaching for this day and age is intricate and difficult. It requires competence and skill at least on a level with other professions.

"The time is not long distant," predicted President Russell, "when teaching, too, will receive full professional and public recognition. It will then command the talent and public support given to other fields."

The Editor

THE NATION'S SCHOOLS

**Crowded schools, teacher shortages,
and poor pay are crucial problems,
too, in Great Britain, Scandinavia,
and The Netherlands, but**

Our North Atlantic neighbors grant teachers

GREATER FREEDOM

JOHN TEBBEL

Vice Chairman, Department of Journalism
New York University

**An interview with seven
journalists from Northern Europe**

SCHOOL administrators in at least seven European countries face the same basic problems as their American counterparts, but their outlook is generally more optimistic than the prevailing climate of opinion among schoolmen in this country, particularly on the sensitive subject of religious and political freedom.

That is the consensus which emerges from conversations with seven foreign editors and educators who attended the Education Communications Service Workshop at Miami Beach in June. The visitors, including six men and one woman, stayed on to attend the N.E.A. convention, and many of them planned summer tours of American schools. They are: Inga Holmström of Sweden; J. W. Scholes of Dumfries, Scotland; Jan Roorda of The Netherlands; Olav Kvalheim of Norway; René Gregorius of Luxembourg; Sam Lynn of Northern Ireland, and Gilbert Smith of London, editor of the *Schoolmaster*.

Comparative freedom from public pressure and criticism is enjoyed by educational systems abroad, the visitors reported. They believe that state control, which operates in varying degree in all their countries, removes teachers from the often harassing dictation of local school boards and, by making teachers responsible to a single, central authority, tends to fix uniform standards of proficiency and conduct.

Not that schools abroad are exempt from criticism. In fact, says Jim Scholes, "Where there is no criticism, there's no education." But the political beliefs of the teachers are not in question, nor is religion a point of friction, as it has become in the United States.

For the most part, the complaints are familiar to American ears. In Scotland, for example, where traditionally the people are no more eager to part with money than are citizens of other countries, the politicians promise budget pruning, then make an effort to

fulfill the promise by cutting into education funds, on the ground that the schools spend too much. How to deal with these and other critics? "Don't reply to them," Mr. Scholes advises. "It only publicizes them and their advice."

"The importance of the tradition that 'the rich man in his castle' and 'the poor man at his gate' shall sit side by side in the same classroom cannot be overemphasized," counsels Mr. Scholes. "It explains, for example, why there is so little evidence of social caste divisions in Scottish education and why it has been so easy to solve problems of a religious and political character that still exist even across the border. When the contacts between governors and governed are as much personal as professional, when the school custodian can bawl out his chairman on the curling rink, great principles tend to become matters for a man-to-man talk around a table. Without drum-beating or press head-

lines, decisions are made and implemented.

"No Scottish teacher, other than those who elect to work in the denominational schools, is required to satisfy any requirement in regard to religion, nor is any questioned as to his political faith or affiliation. These are the concern of the individual, as part of his private life. If he were to attempt to bring them into the classroom the professional organization would act quickly and forcefully. How then do Scottish teachers fulfill the requirement that religious education be part of the curriculum in every school? A joint committee of the churches and the teachers has prepared an acceptable program, free from dogma, which is adapted by each school principal to meet the requirements of his school. Any parent who does not wish his child to take religious education can have him excused from it. During 23 years as a principal, I have not had a single such case, and 99 per cent of my colleagues would testify similarly.

"If the Scottish attitude to political and religious controversies is little more than a shrug of the shoulders, and, in consequence, pressure groups are practically nonexistent," Mr. Scholes continues, "we find ourselves on common ground with colleagues in other countries in a fight against a shortage of teachers, poor salaries, classes of more than forty, inadequate buildings, and lack of equipment. As elsewhere, we believe that, to influence the public, and, through it, the legislature, we must first seek to inspire our teachers with a sense of the dignity of their calling and the responsibility that rests on them. In one unique way we are fortunate. By royal charter the 106 year old Educational Institute of Scotland has the right to confer the degree of F.E.I.S. on those who have attained eminence as teachers and have served the cause of education. Not more than twenty may be so honored in any year."

NEWFANGLED IDEAS

In The Netherlands, Jan Roorda reports, the trend is to individualize teaching, but a good many instructors find it hard to change their old-fashioned methods. Similarly, in Sweden, according to Mrs. Holmström, there is some opposition both in and out of the schools to such newfangled ideas as consolidating schools, the school lunch program, school buses, school buildings, and the new law that limits the teaching of religion to facts and

prohibits religious indoctrination or the teaching of religious dogma.

In England, public criticism takes on a more familiar aspect. Says Gilbert Smith, "British parents complain that fundamentals are not being taught in the schools, and they use this charge as a weapon to cut down appropriations."

Alone among the countries surveyed at the workshop, England shares the American problem of political discrimination, although so far it is confined to Middlesex County (London and environs). The British have achieved a compromise of sorts, however. If a man were caught teaching communism or imparting Communist doctrine through any of the subjects he teaches, he would be dismissed, but if he refrains from doing either he is permitted to teach even though he may be a Communist party member.

An atmosphere of sweetness and light seems to prevail in most of the seven countries surveyed. In Norway, Mr. Kvalheim says, there has never been so much general good will. In Sweden, teachers and parents are trying to work out their problems together. In Luxembourg, education is considered a most important thing, and in Northern Ireland teachers are much better off socially and other ways than they are in America.

COMMON PROBLEMS

As far as the problems common on both sides of the Atlantic are concerned, the visitors agree that overcrowded schools and teachers' salaries are the primary universal concerns.

Mrs. Holmström believes that teachers themselves are partly responsible for the fact that in Sweden they have had no salary raises since 1937. As professional people, she thinks, they appear content to move inside their own circles, and the public is too often unaware of them as individuals with problems. They have strong unions, however, one for each sex, with nearly 100 per cent membership, and there is some prospect of salary improvement. Women teachers, who get equal pay with men, may be one reason for the delay, since the public appears to think that women are paid too much.

Overcrowding in Sweden is serious. Some children who started to attend school during the war never have been in a gymnasium. They are thus denied the physical training (which always has been so important a part of Swedish education) during a great part of

the school year when they cannot have classes outdoors. In spite of such adverse conditions, Mrs. Holmström says, the schools are increasingly progressive in curriculum planning. A compulsory nine-year program has recently been instituted. Experiments in group dynamics are constantly taking place and are looked upon with considerable interest. There is also a new interest in vocational training.

Comparing the school systems of The Netherlands and the United States, Jan Roorda regards the American way as "more democratic," but he agrees with a colleague who thinks there is too much emphasis here on physical education and not enough on general education. Conversely, he believes Holland's system is much too intellectual, and it is adversely divided by religious groups that maintain separate schools.

LIMITED SUPERVISION

"The majority of The Netherlands people have the opinion that education and teaching must be free and under government supervision only with respect to the quality of the teaching," explains Mr. Roorda. "The consequence of this is that there are several kinds of schools: Roman Catholic, Protestant Christian (several sects) and public schools. The first two groups (each having about 35 per cent of the total number of schools) are free in their principal education; they use different books, they make propaganda for their own religion, and they even have their own political parties—the children are sometimes used in times of elections for political propaganda. The third group is not free, but the teachers are bound by law to do and admit nothing that could hurt the religious opinion of others. So the public school is accessible for all the children, and there must be an opportunity for each religious group to provide the kind of religious education it wants in the school and during school time.

"In small counties every group of parents of at least 50 pupils is allowed to erect a school at government expense," Mr. Roorda says. "The county has to pay fully for the building and the equipment, and the central government pays the salaries of the teachers. The consequences are almost disastrous: In many villages where there would be room for only one complete school there are now two, three, four, even five small ones, each with one,



These seven Europeans are (l. to r.) Olav Kvalheim, secretary, Norges Laererlag, Norway; Gilbert Smith, editor, *The Schoolmaster*, England; Jan Roorda, general secretary, The Netherlands Teachers Union; Sam

Lynn, editor, *News and Views of the U.T.U.*, Ireland; J. W. Scholes, Educational Institute of Scotland; Inga Holmström, journalist, Sweden; René Gregorius, secretary, United Teachers Organization, Luxembourg.

two or three teachers. The most serious consequence is that the people from the time they enter school—even the kindergartens are divided into the groups—grow up separately, and later on the different groups don't understand one another. For almost every general purpose of social and cultural kind we have three or even four different organizations, according to religious principles (or the absence of them).

"But in the last five or six years the situation has been changing a little. More and more Protestant Christians and even Roman Catholics send their children to the public school, in spite of the recommendations of their churches."

There is in The Netherlands a form of deliberation and negotiation between the central government and the teachers organizations, according to

Mr. Roorda. No law is proposed, and no educational activity is undertaken by the government until the organizations have given their advice.

Norway, like Holland, is beset by overcrowding because of war damage. Mr. Kvalheim discerns a trend toward smaller buildings in the new construction—schoolhouses like small, modern homes, rather than large blocks of permanent buildings.

The best feature of this trend, perhaps, is that such construction is considerably cheaper. Overcrowding in Norway is complicated by a law forbidding more than 30 students in a classroom.

The Norwegian people are making a serious effort to help themselves, Mr. Kvalheim reports, and one hears no criticism whatever of the schools on economic grounds. The Lutheran church has made two hours a week

of religious instruction compulsory. Any student of another faith may be released from this class, but in his own school of 1200 students Mr. Kvalheim can recall only two requests for such release in the last three years.

"Almost 100 per cent of the Norwegian teachers voluntarily are affiliated with a teachers association," he says. "About 80 per cent of the teachers in the primary schools (women and men) belong to Norges Laererlag and the remainder, about 20 per cent, to a women teachers association. The secondary school teachers have their own association."

"During the last years, we have started many local P.T.A. groups in our schools, and they work well and without being affiliated with a national association. In each town and rural township, a local board (elected indirectly by the citizens every four

years) runs the schools, supervised by a director from the Ministry of Education. Ordinarily the local administration covers the school budget (buildings, materials, salaries and so forth) and gets at least 30 per cent refunded from the Ministry of Education."

Mr. Kvalheim believes the greatest Norwegian school problem today is the shortage of sufficient school buildings. As the German soldiers in 1944-45 retreated from the northern part of Norway, they left the land completely devastated. Every town, every rural district, every church, every school, and every house was burned.

COMPLETE FREEDOM

In Norway a teacher has complete freedom to teach without intervention from a principal or a school superintendent, and he can have his teaching position until he retires or applies for a new situation, according to Mr. Kvalheim. He himself decides if he will affiliate with a teachers association or not, and without risk he can join any political party whatever.

In adult education, Mr. Kvalheim believes, there is a growing conflict between practical and cultural courses in curriculum planning, rising out of the fact that "too many people are looking for white collar jobs."

As for politics, a state law settles this matter definitely in Norway. Teachers are forbidden to discuss political problems in schools, and while they may teach the facts of government and of controversial issues, they are not permitted to declare themselves for one party or another in their classes.

Norway has at present what Mr. Kvalheim describes as a "temporary" shortage of teachers, and he foresees that this shortage will be aggravated in the future as the school program continues its advance in adult education and in professional training for such fields as handicrafts, factory work, and farming. One advantage of the teaching profession in Norway, Mr. Kvalheim points out, is that an instructor may be dismissed for only one of two reasons: crime or incompetency, and it is "very difficult" to bring about a discharge on the latter count.

Education in Northern Ireland has been given new impetus recently by the passage of progressive laws, according to Sum Lynn. An act passed in 1947 provides secondary education for all, but, unlike the American system, the Irish system provides for two distinct types of school—the grammar

school for the academically minded (about one-fifth of the total) and the intermediate school for the remainder.

Grammar school students follow the traditional intellectual disciplines and take the examinations for university admission when they are 18, while the intermediate school students have a wide choice of courses without formal examinations, finishing at 15.

"We're trying to make education fit the youngster instead of the other way around, as you seem to be doing in America," Mr. Lynn asserts. The great problem is the shortage of intermediate schools. More than two hundred of these are planned and are needed to implement the new program, but as yet only 20 are in existence. Until this slack is taken up, there will be heavy pressure upon the grammar schools, which accept at the age of 11 only those pupils who succeed in passing a severe entrance test known as the qualifying examination.

UTOPIAN SYSTEM

Mr. Lynn believes the Ministry of Education is an enlightened body that is often ahead of public opinion, though seldom or never ahead of teacher opinion. A utopian system, at least according to American standards, has been worked out whereby the teachers are consulted on their pay through a committee composed of representatives of the Ministry, of local education authorities, and of the teachers themselves.

As for religion, all schools begin the day with a "corporate act of worship" and religious instruction is a part of the school curriculum. While free and compulsory education for all is provided by the state, various religious bodies, but in particular the Roman Catholic church, maintain voluntary schools. Unlike such schools in America, parochial schools receive a 65 per cent grant from the government.

While the educational system of Northern Ireland is based upon that of England, every allowance is made for local needs. Mr. Lynn summarizes the principle this way: "We don't attempt to train the cart horse and the race horse together."

Luxembourg's size and location have created special problems for its schools, according to René Gregorius. There are only a few private schools in the country; all the others are public. The state pays the teacher, and the community foots the remainder of the bill.

On the local plan, a school commission helps to govern the system. Thus the teacher balances rather precariously, sometimes, between the state and the folks at home, and his position is often equivocal. Primary school teachers therefore request that teachers be appointed by the state.

One great difficulty confronting Luxembourg is the improvement of teacher training. No such training exists on the university level for primary school teachers. There is no university in Luxembourg, and students must go to Paris, Strasbourg, Nancy, Brussels and the other great European universities near at hand. But educators seem quite content with this situation because they feel it provides wider cultural opportunities for students. After graduation comes the problem. Equipped with the diverse training provided by these universities, graduates come back to teach in the secondary schools of Luxembourg, but first they must take a government examination, and to make this examination fit the varied scholastic backgrounds of the applicants is difficult.

Public opinion is solidly behind the Luxembourg schools, Mr. Gregorius declares. Teachers enjoy absolute political freedom. Religious instruction is prescribed by the state, but participation is voluntary. Some European countries—none of those included in this survey—have experienced sharp conflict between the church and teachers unions, and this harsh fact has hampered educational progress in those countries to a degree that cannot be estimated, according to the visitors.

IMPORTANT PROBLEMS

Summarizing his country's public education problems, Mr. Gregorius says the most important ones are: (1) teacher training for the primary schools; (2) teacher appointment to primary schools by the state; (3) salary increases in both primary and secondary schools; (4) the improvement of vocational training; (5) reorganization of the education of students aged 12 to 14, which will mean a coordination of school systems, and, finally, (6) raising of the primary school to the educational level of the secondary school.

In general, England's problems are most like our own. Gilbert Smith lists his country's major trouble areas as, "too few teachers, too large classes, too few buildings." To combat these and other difficulties, the teacher's chief

weapon has been and probably will continue to be his professional organization. Its membership is this year at a peak of 200,000, including Wales but not Scotland or Northern Ireland, which have their own unions. So far, Mr. Smith reports, the union has made some headway against the space and teacher-supply problems, but it still has a long way to go. The dreary pace of postwar construction, plus high costs and the pressure for financial economies, have unquestionably set back normal progress by a good many years. Teachers' salaries are by no means equivalent to their status in society, Mr. Smith says, but the union has some expectations in that direction too.

Equal pay has not been achieved in England and is one of the biggest bones of contention between teachers and the government. Mr. Smith believes that, with the queen as head of the nation, now is a particularly appropriate time to recognize that women should have equal earning rights with men. "The government has accepted the principle of equal pay but has delayed its implementation until the country's financial situation permits," he explains. "The teachers and civil servants maintain that the government should fulfill its pledges now."

With everything taken into account in all seven countries, the forecast is highly optimistic. Mr. Smith believes there will be "a rough passage in England for the next few years," but after that crucial period the prospects will be much better. "Our big job," he says, "is to impress people with the need to spend money for education."

Elsewhere there appear to be few reservations. A feeling that the schools are about to enter a new period of expansion and advancement is most noticeable in the Scandinavian countries, but The Netherlands and Luxembourg share it. To balance the bright picture, it need only be pointed out that the countries facing the worst educational situations were not represented at the workshop. Nevertheless, the American editors who worked and talked and played with their overseas colleagues for more than a week were highly impressed with the enthusiasm of the seven visitors.

Jan Roorda struck the common international note. "The great task in your country and in ours," he commented at the workshop's close, "is to teach the meaning of living human rights, and the absolute necessity of world-mindedness."



Otho Fisher Ball, M.D.

JUNE 20, 1875-JULY 19, 1953

FOUNDER-PRESIDENT

*The Modern Hospital Publishing Company,
of which The Nation's Schools is a division*

THE August issue of THE NATION'S SCHOOLS lay on his carved walnut desk, but the man who founded the magazine failed for the first time to scan its pages with his benignly critical eye. For the bright and knowing eyes of the doctor-publisher were dulled by death, and on July 19 all man's freedoms—speech, press, assembly, religion—lost a champion.

Readers may not have noticed the modest type on page 3 of each issue which told that Otho F. Ball was president of The Modern Hospital Publishing Company, of which THE NATION'S SCHOOLS is a division.

Dr. Ball was a medical man and his first love was *The Modern Hospital*, the magazine he founded 40 years ago. Through it he laid down policies of unfettered editorial freedom and un-

doubted publishing integrity; his educational magazines, *The NATION'S SCHOOLS* and *Collego and University Business*, he was later to operate under the same ensign of freedom.

The doctor never tried to be an editor, even in the hospital field he knew thoroughly and whose ultimate professionalization was heavily indebted to his ideas and his idealism. He left the implementation of his publishing policies to his editors, and he expected them—and indeed all his associates, circulation and advertising personnel as well—to produce the finest finished product in their respective fields.

A man who was usually content to let others write and speak for him, Dr. Ball was always more concerned with generating a big idea and delivering it safely into the hands of those who

would carry it through than he was in establishing or maintaining his own identity with it. Unquestionably, it was his interest in big ideas, and his unconcern for personal credit, that enabled Dr. Ball, at 78, to make plans for the future with an energy and enthusiasm which frequently astonished, and often exhausted, men who were half his age—including some who pride themselves on their vision. Within the last two or three years, for example, he considered and rejected at least two plans for launching new magazines, not because he was fearful of embarking on new ventures at his age but because the projects involved seemed to him to be limited in scope. He couldn't see them big, and so he wasn't interested.

MEDICAL ATMOSPHERE

The son of a doctor in Waterloo, Iowa, where he was born on June 20, 1875, Dr. Ball was reared in a medical atmosphere at a time when hospitals were rarely distinguished, creative or inspiring. As a young doctor in St. Louis following his graduation from medical school there in 1897 and, later, as publisher of the *Interstate Medical Journal*, Dr. Ball and his early medical associates became concerned about the walled-town concept of the hospital that prevailed at the time.

In the course of developing plans which resulted in the present Barnard Free Skin and Cancer Hospital in St. Louis, Dr. Ball discovered a total lack of organized data on hospital construction, equipment and administration. At about that time, too, his son became critically ill, and, during months of daily hospital visits, he came to understand that even the best hospitals badly needed better administrative methods. In a mind that was actively concerned about hospital problems and the absence of orderly information on hospitals, these were the sparks that ignited the big idea—for a hospital magazine that would fill the obvious need for better service to patients.

The first issue of *The Modern Hospital* was published in September 1913. It couldn't have happened at a better time. The practice of medicine in hospitals was in a period of ferment, and those same prewar years saw the emergence of new concepts in medical and hospital economics. New anesthesia methods were being introduced, using mixtures of ether and other gases; the first electrocardiograph had just been developed; intravenous therapy was

discovered; the American College of Surgeons was established; hospital outpatient departments were an innovation; the "hospital year" was being advocated as a requisite for medical licensure; a few universities were introducing courses in nursing education. In all these and many other events and movements of the time, *The Modern Hospital* took a lively interest—investigating, reporting, evaluating, as it has done for 40 years, and as a magazine must do if it is to serve its readers as a true organ of the free press in a democratic society, and not simply as a compilation of printed information, like a telephone directory.

Such pioneering was to pursue another unblazed trail in 1928. Dr. Ball and his associates recognized that the relationship of hospital trustee to hospital administrator had a parallel in the relationship of the school administrator to the school board. And so *THE NATION'S SCHOOLS* was founded to serve education in quite the same manner that *The Modern Hospital* was serving the hospital administrator.

The new magazine was to serve an evolving new profession—school administration. It was to help schoolmen improve their qualifications as executive agents for school boards.

Public opinion and educational philosophy were in accord that laymen as board members had neither the time nor the training to serve as both the educational and the business heads of the school district.

Another magazine in the educational field, *College and University Business*, was launched in 1946 following preliminary studies which indicated divergent interests and needs among public school and college administrators.

"ACCURATE REPORTING"

Occasionally in those days, as it has happened since, Dr. Ball's friends took him to task for presenting both sides of an issue on which the objectors had either strong opinions or closed minds, or both. Invariably, Dr. Ball was at pains on such occasions to explain the magazine's position. "The proposal was news and continued to be a subject of journalistic interest," he wrote to one administrator who complained about the report of a contentious project.

"It may not be apparent to all readers that on many matters of a controversial nature the function of our magazine is to serve as an open forum, especially on subjects where there are opposed viewpoints in our own field. The un-

derstanding exists among the editors and myself that our journalistic responsibility is to enlighten the whole field by presenting the most authoritative opinions on all aspects of current problems, rather than to assume that we know all the answers. Ours is a job, as I see it, of accurate reporting and judicial review, plus the obligation of exploring new ground, hand in hand with leaders in the profession."

Whether the critic was a friend or a crackpot, however, Dr. Ball invariably backed up the editors, who had complete freedom in selecting the contents of the magazine. Especially in the early days, Dr. Ball would suggest topics for editorials and articles, but he never dictated treatment, as long as he was satisfied that his associates understood his concept of the journalist's responsibility.

WAR INFORMATION

His wide knowledge of hospitals and the hospital industry made it inevitable that, during World War I, the Council of National Defense and officers of the army and navy should turn to Dr. Ball for information about hospital and medical supplies. He conferred endlessly with manufacturers and government officials, obtained buildings for military use, and produced a mass of information on all phases of hospital procurement. Out of all this grew an idea for a different kind of publication, and in 1919 *The Hospital Yearbook*, now *The Hospital Purchasing File*, was born.

To be nearer the hub of war-time activity Dr. Ball had moved the company's headquarters to Chicago in 1918, soon afterward buying an old mansion at 22 East Ontario Street—the building that has since been occupied by L'Aiglon Restaurant.

From the beginning, Dr. Ball had been interested in the education of administrators as a means of improving hospital service. With the editors, he worked out a series of reading courses or lessons in hospital administration which were published in the magazine, and, in 1920, he helped persuade the Rockefeller Foundation to organize a committee to study the feasibility of setting up a formal program of university education for administrators. These studies were the forerunner of the first graduate course in hospital administration, established at the University of Chicago in 1934. His interest in the education of administrators continued undiminished

until the time of his death, when the big idea he had more than 30 years ago had proliferated into the 14 university programs that serve the field today.

In recent years, Dr. Ball had relinquished active management of the company's publishing properties to younger men in the organization. But his interest in the personal welfare of his employees continued paternalistically. Retirement, profit-sharing and bonus plans had been established when such ideas were so new as almost to be radical, and he now was keenly concerned that such plans operate effectively. His employees were "his children."

For the last eight years, Dr. Ball had lived alone in his Chicago apartment. Mrs. Ball, whom he married when he was a young practicing physician in St. Louis, had died in 1945; his son, Peter, is in New York as eastern advertising manager of the company, and a daughter, Mrs. Gerald Wellesley, lives in England.

From his favored position as a septuagenarian, Dr. Ball called all women whom he wished to please "Child" until they were approaching 60; after that each was "My dear girl." To the men, he was a man's man—an eager but relaxed host, raconteur, fisherman and golfer.

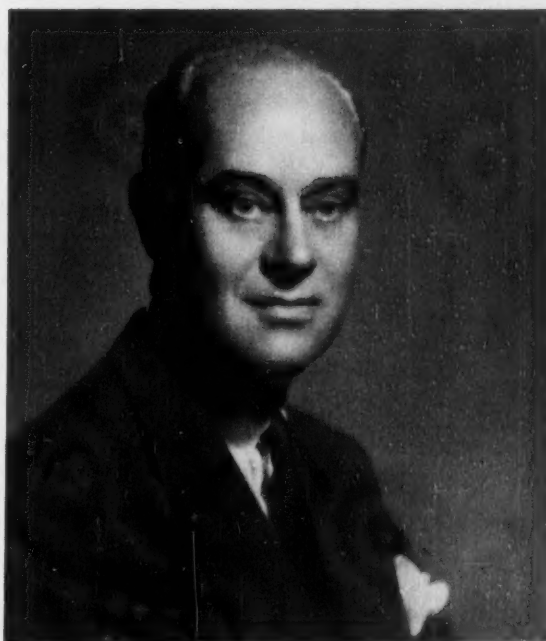
He relished the excitement, and the fishing, and the companionship, as much on his last trip to Canada, in July this year, as he did the first time, years ago. He returned to the office on July 13, tanned and refreshed, eager to get back to work on his book on hospital history, full of plans for the magazines and the company.

The long-term plans he was making will unquestionably be carried out, but not by Dr. Ball. On July 19 he died at his home of a coronary occlusion. Among the papers that an associate found in Dr. Ball's desk, a few days later, was a letter he had written to a friend in 1942, following the death of the hospital man whom he admired most of all, Dr. S. S. Goldwater. "His outstanding and inspiring leadership will be sadly missed in the efforts which lie ahead," Dr. Ball had written, "but I have faith that his sound philosophy has been absorbed and accepted by many potential leaders who will carry on a constructive program adjusted to the rapidly changing conditions of our time."

In the opinion of those who knew him, the same thing could be said today of Otho Ball.

**Associated with the company for
20 years, Vice President R. P. Sloan
becomes president of The Modern
Hospital Publishing Company**

Accepts Presidency



RAYMOND P. SLOAN

PRESIDENTIAL leadership of The Modern Hospital Publishing Company has been accepted by Raymond P. Sloan, a vice president for the last several years. He has been associated with the company since 1933.

Mr. Sloan first joined the organization as associate editor for *The Modern Hospital* and was editor of that publication for many years. His editorial relations to *The NATION'S SCHOOLS* began in January 1934. He was managing editor until September 1947 and then editorial director until July 1951. During recent years he had served as editorial director for all three of the company's magazines.

Mr. Sloan is well known as a convention speaker and lecturer. He is on the faculty of the program in hos-

pital administration at Columbia University and is the author of two books, "Hospital Color and Decoration" and "This Hospital Business of Ours," a book for hospital trustees published last year. He is himself a trustee of the Memorial Center for Cancer and Allied Diseases in New York City. He holds the honorary degree of doctor of humane letters from Colby College and will next month be made an honorary fellow of the American College of Hospital Administrators.

Mr. Sloan makes his headquarters in the company's eastern offices at 101 Park Avenue, New York City.

Peter Ball, son of the founder and eastern advertising manager for the company, has been named to the board of directors.

In-Service Training Courses do help teacher and child

WALTER S. HOLMLUND

Director, Mott Visiting Teachers Flint Public Schools, Flint, Mich.

CAN classroom teachers be helped to gain a deeper understanding of child behavior through in-service seminars in child growth and development? Are there advantages in teachers' "learning on the job" as contrasted with formalized work on a college or university campus? Are there ways and means of setting up these programs within the framework of the public school system by enlisting the support of private philanthropy and the resources of various centers of learning? And, finally, do these programs produce results? Are they achieving their objectives or are they just courses "beating over old straw" with positive results occurring only in the minds of the visionary planners?

The questions posed are cogent and real. They need serious attention if we believe that all teachers should be well equipped with a knowledge of modern child growth and development and mental hygiene. The questions need to be answered fairly and concisely if we are going to have the courage to push deeper into this relatively unknown and intriguing educational frontier.

Let's take a look at what has been happening in Flint, Mich., an industrial city of 167,000 population, where during the last seven years a most unusual experiment has been going on.



Left: This sociodrama, part of an in-service training course in child growth and development, shows "teacher, pupils and child with problem." "Rôle playing" aids teachers in diagnosing behavior problems and making suggestions for helping a child with such problems. Opposite Page: Square dancing is an essential part of the in-service training course. Teachers need to relax at day's end.

As far back as 1945, it became apparent that there were never going to be a sufficient number of child guidance specialists either within the school system or outside to take care of the increasingly large number of children showing behavior disturbances. Something had to be done in the field of prevention—and fast.

Members of a committee of Flint teachers and administrators and officials from the University of Michigan put their heads together and decided to give added emphasis to the in-service training of teachers in child growth and development. It was felt that the teachers themselves would appreciate assistance in learning not only how to cope with various behaviors but also, what was more important, how symptoms could be detected early. In this way the teaching burden of each teacher could be lightened as behavior that was frustrating to her previously now would become understandable and tolerable through her increased insight into basic causes.

Briefly the plan was as follows:

A course in child growth and development was set up for 32 weeks. It meets one evening each week for two hours and carries two hours of credit per semester. Lectures presented by leading educators from a variety of disciplines are given with an eye to-

ward helping the teacher develop two case studies: one of a so-called "problem" child and one of a child who might, for want of a better term, be called "well adjusted." As a result of learning by doing the teacher discovers the important motivating factors in the case of each child. The course is coordinated by a psychiatric social worker, who is continually available to the teachers for conferences, leads them into a better way of looking at human behavior and, if necessary, guides them in the most efficient use of community resources.

TECHNICS LEARNED

In the early sessions of the course the teachers are given a great deal of material on individual differences in growth and development. The teachers learn not only how to make adjustments to individual differences by giving work on the child's own level but also a variety of specific technics, such as counseling, interviewing and the keeping of anecdotal records. Case conferences are conducted not only in class but in the schools as well, under competent direction, in order to bring to bear upon the problem the best thinking possible. Good movies are shown from time to time to bring added points of view to the topics under discussion.

Teachers enrolled in the course are required to make home calls and hold conferences with the parents. This procedure not only is helpful in terms of the adjustment of the child under consideration but also is a long step toward systematically bridging the traditional "no man's land" that has existed all too long between the school and the home.

As a co-partner in this educational enterprise, Flint is fortunate in having the Mott Foundation Program, which was established in 1935 by Charles Stewart Mott, automotive pioneer and retired executive vice president of General Motors. This foundation carries out experimental programs in education, recreation and child health projects in cooperation with the University of Michigan School of Education and the Flint Board of Education. It was through the generosity of this foundation that all tuition costs and other expenses for the course were met.

Throughout the entire year an effort was made to create the type of relaxed, friendly emotional tone in the classroom conducive to learning and good mental health. Square dance parties and dinners were arranged to help get the teachers better acquainted. Informality was the word of the day, and this produced much freedom to



discuss, question and generally feel more comfortable in class. It was hoped that the same friendly atmosphere was being transferred and transplanted to each teacher's own classroom, and subsequent observation has proved that it is.

But is the program producing results? Are teachers by this method obtaining a deeper understanding of child growth and development and, what is more important, are these concepts being put into practice? This question had the architects of the plan a bit worried. How could such intangibles be measured? These questions continued to chip away at any smug feeling of complacency that we might have had until it was finally decided to determine some of the answers scientifically.

HYPOTHESIS TESTED

The following hypothesis was selected to be tested: If teachers can be helped to detect and properly evaluate childhood behavior as seen daily in their classrooms, and in some cases to treat this behavior, better learning situations will develop and perhaps many serious behavior problems can be prevented as well.

The year chosen for this inquiry was 1949-50. Sixty-nine teachers, representing all teaching levels, voluntarily enrolled in the child growth and development course, which extended over a period of 32 weeks. A "before and after" inventory of ability to diagnose was administered to this group as well as to a control group of 42 teachers from the same buildings.

Building principals made an evaluation of the ability of the two groups of teachers to diagnose and treat problem behavior, their ability to get along with parents, and their ability to maintain a healthful emotional climate in their classrooms. The principals did this without knowing which teachers had taken the course.

Still another measure of the effectiveness of the in-service training course was obtained by having 98 teachers enrolled in the 1951-52 class indicate their personal reactions to the program.

The results of these evaluations revealed that the teachers in the experimental group achieved higher scores on the inventory given at the end of the year than did those in the control group, indicating that the year's training in child growth and development had improved their ability to diagnose and suggest remedial measures for behavior problems.

Analysis by age groups showed that the teachers under 40 years of age achieved higher total mean scores, which indicates that this group responded to a greater degree to instruction and guidance in child development than did the other age groups.

The principals' ratings were based on firsthand observations of the teachers in the daily teaching situation. When the ratings on all points were considered there was no question about superiority as judged by the building principals: They had chosen the experimental group by a wide margin.

The verbatim comments by the teachers indicated that the course not

only had been helpful to them in gaining a clearer conception of child growth and behavior but also had given them, through the case study technic, an opportunity to put into practice remedial measures that were suggested by the various lecturers. In addition, their comments indicated that the new insights gained during the year had helped to improve their own educational philosophy. One of the teachers put it this way:

"The interest in teaching becomes twofold when the teacher takes it upon himself to discover whom he is actually teaching, rather than what he is teaching. This course has awakened me to the fact that I must know my student more intimately or I am wasting my time. Teaching would be infinitely simpler if I knew each of my students as thoroughly as I know the subjects of the two case studies."

RELAXED FEELING

Other teachers commented on the relaxed feeling that permeated the class meeting, which they said was helpful and therapeutic in view of the many trials and tribulations of teaching.

The general conclusion of this project is that the Flint in-service training program in child growth and development, cooperatively planned, staffed with competent instructors, and taught under informal and relaxed conditions, produced highly beneficial changes in the teachers' understanding of child behavior and in their ability to deal with various types of behavior in a manner that is not only beneficial to the child but satisfying to themselves.



As part of their classwork Flint teachers must learn about human growth and development.

Here's how

A Small School can publish annual report

M. J. RAND

Assistant Superintendent, South Bay Union School District, Redondo Beach, Calif.

LAMBERT W. BAKER

Research Coordinator, San Diego County Schools

CITIZENS who are investing money in their schools want and deserve a report of the school district's financial and educational status—a report that makes sense to them, a report that is a far cry from the financial statement posted on the schoolhouse door.

Many superintendents are more than aware of this feeling on the part of citizens within their districts but feel, and rightfully so, that an annual report would be a somewhat unwarranted expenditure from an already tight budget. These superintendents look upon the annual reports produced by their richer neighbors with envy and constantly search for some means by which their budgets could stand the publication of an annual report. Here is the story of how one small, impoverished school district met the problem.

California's South Bay Union Elementary School District is located in the southwest corner of the United States. It is a small yet virile community supporting four schools and 1800 pupils. South Bay's citizens take a great deal of interest and pride in their schools, even though the population of the community is extremely mobile, being comprised, for the most part, of navy personnel and aircraft workers. Because of this mobility it is felt by school district staff members that constant and meaningful communication between the school and the community is most necessary.

The annual report was an outgrowth of a school interpretive program which the South Bay Union School District

has been carrying out in the local newspapers. This interpretive program has attempted to explain the curriculum at each grade level through articles written by classroom teachers and through a question and answer column designed to answer citizens' questions about their schools.

Because of the interest developed through this medium it was felt by the superintendent and his staff that an annual report to the people of South Bay would be a proper culmination—but how to do it? How could the district with a clear conscience support such a venture? Then someone thought: Why depart from the medium we have been using? Why not use one of the local newspapers? Everyone concerned immediately knew that here was the answer. Everyone also knew that South Bay's dream of an annual report was no longer just a dream—it was going to be a reality.

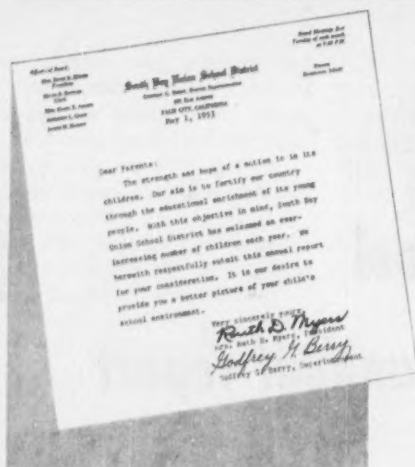
The curriculum department was assigned the responsibility of preparing the report. This was an unusual assignment to make; the business office in most districts is given the responsibility for producing the annual report. It was made, however, after considerable thought had been given to the matter, the underlying reason being that the curriculum department was closer to the actual education program than any other district department. The assistant superintendent in charge of curricular services was given the job of coordinating the entire project.

His first job was to talk with the

editor of the *Bay Cities' Advertiser*, a local weekly, to ask him whether it would be possible to use the center spread of his paper for an annual report. He was greatly interested in the idea but could give no cost estimates until he had seen a dummy layout.

The actual work of planning the report began. The district asked the superintendent of schools of San Diego County for some help with the layout, art work, and photography to be used in the preparation of the report. The county office gladly gave the district the use of an illustrator, a publications consultant, and a photographer, and, after several consultation periods, the rough layout began to take form. Certain guidelines were developed in the preparation of the report that were to aid considerably in the over-all planning:

1. The function of an annual report should be to share rather than to sell the educational program.
2. An annual report should provide a concise, yet comprehensive picture of the educational and financial programs.
3. The public schools have a responsibility to make periodic reports to the community.
4. An annual report should be only one aspect of a continuous program of two-way communication between the school and the community.
5. The annual report should enjoy the largest distribution possible in the community.
6. Well informed parents and citizens are the bulwark of any school.

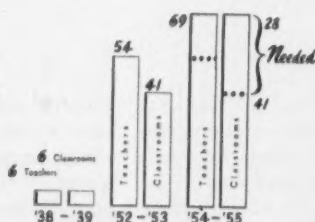
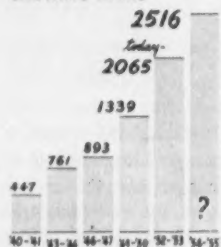


DIRECTING OUR CHILDREN TOWARD A BRIGHT FUTURE

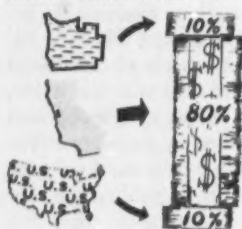
YOUR CHILDREN AT SCHOOL

**Growth Has Caused Problems—
But You Have Helped Solve Them**

GROWING PAINS

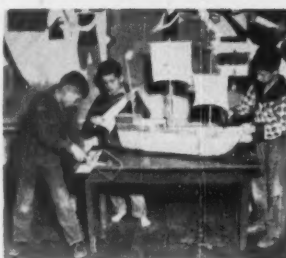
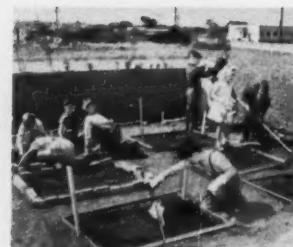
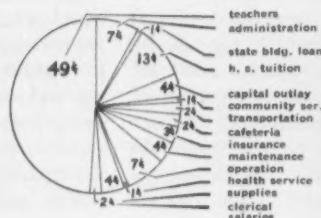


MONEY COMES FROM:



TOTAL BUDGET—\$448,414

YOUR DOLLAR GOES TO:



Our Free Public School System Is

7. Newspapers and schools can work together effectively to promote a better educational program.

It was decided that the report should feature three things: (1) the business aspects of the school program, (2) the educational program, and (3) community-school teamwork. Each section of the report would fall under one of these three headings and would be simple, yet factual, giving the reader a clear picture of what his schools are accomplishing. The business aspects of the school program would be shown through graphic, understandable charts that would present district growth and

show where the taxpayer's educational dollar went. Both the education program and community-school teamwork would be explained by photographs and concise, explanatory sentences.

Before long a rough dummy of the proposed report was ready. It was taken immediately to the editor so that he could estimate the cost of its publication. He looked over the rough layout and came up with the more than fair figure of \$358, which would include the running of the report in a May issue of the paper, 2000 extra copies for the district to use as it saw fit, and a front page that would be

devoted mainly to school activities. The price was considered well worth the expenditure, and work began on the preparation of the final dummy.

The rough copy was taken to the county schools illustrator, who made final drawings of the graphs and charts to be used. The assistant superintendent and the curriculum coordinator went through a file of district pictures taken during the year and chose those best suited to show the educational program and community-school teamwork. The county schools staff photographer helped in the selection and final preparation of these photographs. The

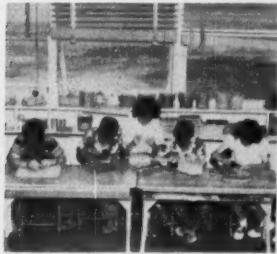
Annual Report of 1952-1953

TEAMWORK MEANS GOOD SCHOOLS

● Citizens Participate in Building Better Schools



● You Can Be Proud of the Governing Board You Elected—Look What They Have Done!



● Teachers Seek a Better Education for Your Children

the Cornerstone of Democracy

This is an adaptation of the annual report run as a center newspaper spread by South Bay Union Elementary School District.

explanatory sentences underneath each picture were evaluated critically to determine whether they gave a clear, true explanation of the areas covered. After considerable evaluation and re-evaluation the final dummy was completed and presented to the board of education for approval.

The final dummy was taken to the newspaper editor, who made a page proof of the proposed report. This proof was then evaluated once again by all of those persons concerned in its publication. It was declared ready, and soon the press was rolling on South Bay's first annual report.

Certain conclusions were reached by the district after publication of its first annual report. They point out the value of a method such as this.

1. An annual report in a newspaper is not a costly affair.

2. It reaches more people than a "slick" publication could possibly reach.

3. It is of necessity concise and to the point.

4. It is available to all at little or no expense.

5. It presents in word, graph and photograph the story of the school and community working together.

6. It is produced by a community communication medium and is therefore more meaningful to the citizens of that community.

South Bay has found its annual report accepted by its citizens with a great deal of enthusiasm. It has found that the community needed and wanted a progress report concerning the education of its children. It has also found that it does not have to look with envy upon the reports turned out by richer districts; after all, it has produced one that has been appreciated and read by almost every citizen in the community. That is something to be proud of!

FOREIGN LANGUAGES

Belong in the Elementary School



As the American public becomes
increasingly world-conscious, foreign lan-
guages are coming to be recognized as an
indispensable tool for the
understanding of other peoples

ARTHUR M. SELVI

Professor of Education and Modern Languages
Teachers College of Connecticut, New Britain, Conn.

IT IS a well known fact that in most foreign countries the study of languages is undertaken at a much earlier age than it is in the United States. Students of comparative education have often pointed out this fact, leaving open for discussion the question of whether we, too, ought to introduce foreign language study in our public elementary schools.

On the other hand, it has often been pointed out that the American school is in some ways fundamentally different from schools of other countries: We have developed a philosophy of education, a curriculum, and a methodology that we feel are unique and answer the needs of our youths who, for the most part, expect to spend the rest of their lives in this country and therefore are entitled to receive the kind of education that will most readily enable them to achieve self-realization in the kind of society peculiar to our own culture.

COMMON LEARNINGS

In this society, formed originally of a variety of ethnic groups, the school has strived for many generations to amalgamate the various groups into a nation, has discouraged divided allegiances, and has attempted to break down the social barriers that can be created through continued use of the language of origin in the homes of the foreign-born. The primary function of the elementary school, many feel, is that of imparting those common learnings which are basic to living a full, well adjusted life in America, although the concept of common learning has not been a static one, to be sure.

Today, at mid-century, we find ourselves suddenly in a new era. The relative values of *space* and *time*, which constitute the very warp and woof underlying every conceivable form of human activity, have been altered dramatically at the hands of man. The rapid development of means of communication and of mechanical devices has shrunk space to a relatively negligible factor and expanded, by the same token, the practical value of time since more and more can now be accomplished in an hour, a day, or a year than ever before in the history of mankind.

Two world wars and the advent of atomic warfare place squarely before us the fact that we can no longer rely on haphazard, nearsighted plans for dealing with other nations. The time has come, therefore, to establish the

relations among nations upon sound principles of morality and justice. Our youths are likely to be called upon to take the lead in establishing an international community, based on morality and justice, in the world of tomorrow.

What, then, seems to be the meaning of "common learnings" in the American school at mid-century? The three R's, to be sure; also social studies, nature study, art, music, physical education. But we see more and more the modern elementary school developing programs designed to increase "international understanding," programs concerning the United Nations, our Latin-American neighbors, children of other lands.

Also, in rapidly increasing numbers, public elementary schools are beginning to teach a skill whereby this "international understanding" can be

acquired at first hand: foreign languages. Through their use commercial contacts and exchange of goods, technicians and laborers as well as teachers and students can be established on an increasingly large scale. This meeting and mingling on the friendly errands of business and mutual education may thus replace some day the exchange of gunfire and the gruesome encounter on the battlefield.

R. Bruce Raup wrote in the May 1951 *Educational Theory*: "For many decades the children in our schools have learned *about* the children of other lands. It has been interesting; it has been broadening, we say. But now we must learn in a new way; we must learn to be competent to get along with them, to join with them in forming ideas strange to a degree to both parties and in adopting ways of prac-

tice for which neither has adequate habits. . . . It is not just noble and good to be tolerant and understanding of others; it is a condition necessary for a bearable existence."

Speaking more specifically of foreign language as an indispensable tool for understanding other peoples, John Foster Dulles in a letter dated May 1, 1952, wrote to Prof. W. D. Hand of U.C.L.A.:

"It is important that Americans should get more familiar with modern foreign languages. The United States today carries new responsibilities in many quarters of the globe, and we are at a serious disadvantage because of the difficulty of finding persons who can deal with the foreign language problem. Interpreters are no substitute. It is not possible to understand what is in the minds of other people with-

These fifth graders, who are rehearsing a program about family life in France, will gain from their study of French understanding of the people as well as of the language.



out understanding their language, and without understanding their language it is impossible to be sure that they understand what is on our mind."

In numerous current articles one finds a strong plea for more and more emphasis on foreign language study in our schools. Paradoxically enough, if we look at the enrollment figures in our secondary schools we find that the number of students studying a foreign language has dropped from 40 per cent of our high school population in 1915 to 14 per cent in 1950!

WASHINGTON CONFERENCE

This was the situation when, in the summer of 1951, the U.S. Commissioner of Education, Earl J. McGrath, decided it was time to call a national conference to study the rôle of foreign languages in American schools. "America's rôle of world leadership has created a real need for a knowledge of foreign languages by informed American citizens," read the preliminary announcement, "but our public schools are not as yet providing adequately for this need. The purpose of the conference is to inquire whether and how foreign language study can be introduced on a voluntary basis in the elementary schools."

As keynote speaker, Commissioner McGrath outlined some of the issues. He said, in part:

"Events have happened both at home and abroad which demand a re-

examination of the place of foreign language instruction in our total educational system. . . . The best place to reach large numbers of our future citizens is in the elementary schools. [Besides] . . . languages should be begun in the early grades because children learn them most easily and most precisely. . . . Methods of teaching somewhat different from the traditional will be required. . . . If language instruction is to succeed in the elementary schools, it must be a part of the total, functional curriculum. . . . Everyone is prepared to admit that for many years to come the supply of teachers qualified to give instruction of the type we desire will be limited. But it would be a great misfortune to allow this fact to become an insuperable barrier to taking the first steps in this important frontier area. An imperfect success will be better than a perfect failure."

Following the keynote address Nicholas Hobbs, director of the division of human development and guidance at Peabody College, reviewed some of the studies made by linguists and psychologists alike and called attention to a misconception, so prevalent in many quarters, that bilingualism retards a child's development; this view is totally unfounded.

In reporting a survey made by the committee on status and practices of elementary school language teaching in the United States, Emilie Margaret

White, director of foreign languages in the District of Columbia, disclosed that language programs are currently being offered in numerous elementary schools throughout the country. Some programs date as far back as the early Twenties; the number has consistently increased in recent years. In some instances (e.g. New Mexico, Louisiana) these programs are virtually statewide; in others (e.g. Cleveland; Los Angeles; San Diego, Calif.; Somerville, N.J.; Seattle) they are citywide.

Moreover, language programs exist in an experimental stage in some schools in at least 30 states of the Union. The survey further showed that in some instances foreign language instruction is offered as "enrichment" for the more gifted pupils, while in others it is made available to all children who elect it. Again, in some cases language instruction is imparted by "specialists," while in others it is given by regular classroom teachers possessing a good command of the foreign language. In all cases, the language is taught by the direct, conversational method and is received enthusiastically by both children and parents.

WHOLE ISSUE DISCUSSED

On the basis of the factual information presented in these addresses, the conference broke up into a number of work groups to discuss the whole issue of elementary school language instruction: (1) aims and objectives, (2) curriculum, (3) administration and (4) teacher preparation.

Among the resource persons made available to supply authoritative opinions were Dean Alonzo G. Grace of the school of education, New York University; Gordon N. Mackenzie, chairman of the department of curriculum and instruction, Teachers College, Columbia University; Howard Lee Nostrand, executive officer, department of Romance languages and literature, University of Washington; Stuart E. Dean, director of elementary education, Teachers College of Connecticut; Emile B. deSauzé, formerly director of foreign languages, Cleveland public schools, and Marjorie C. Johnston, Helen Mackintosh, Earl Armstrong, Bess Goodykoontz, and Hazel Gabbard of the U.S. Office of Education.

The following excerpts from the reports of the work group seem to represent a consensus of the conference participants:

Children of United Nations employees are entertained by members of the French class at Robert J. Vance Elementary School, New Britain, Conn.





Language instruction in the elementary grades is informal and based chiefly on conversation and activities. One objective is to increase children's sympathy for a foreign people.

1. "The chief purpose of including the study of a foreign language in the program of the elementary school is that of enriching and vivifying the children's understanding of and sympathy for a foreign people. The mastery of the language is not a primary objective of the program. It should be an emotional experience in which one would sense rather than understand. Including language may make more vivid, more colorful another culture and may stimulate the learner to further study."

2. The content of the foreign language curriculum "should grow out of children's natural and spontaneous interests and needs at various ages. . . . Integration with social studies, as well as with art, music and physical education, offers broad opportunities."

3. "An elementary school language program can be instituted only when the school and the community recognize the relationship of our country's position of world leadership to an

increased ability on the part of our citizens to communicate in a second language [and realize] that *it is time to build bridges, not fences.*"

4. On the question of how one should decide which children should study a foreign language, the consensus seemed to point toward offering "language instruction on as broad a base as possible and limiting the offering later if any children seem not to profit by the experience."

5. On the question of the grade level at which language study should begin, the third and fourth grades seemed to be considered as the most favored starting points, although in many schools a second language is taught from the kindergarten on.

6. The choice of the language to be taught in a given school should be determined by several factors, among which are (a) the ethnic composition of the community, (b) local interest, and (c) the availability of qualified teachers.

7. As for obtaining competent teachers, it was recommended that schools "seek and utilize competent linguists available locally"—"elementary teachers with acceptable language training or experience . . . high school teachers who may be loaned to elementary grades for part of the program"—as well as using native speakers as resource persons. It was further recommended that teacher training institutions give immediate thought to offering in-service language workshops for elementary teachers and, as a long-term project, to setting up programs for turning out a certain quota of graduates competent both in a language and in the theory and practice of elementary education.

It is upon the shoulders of the administrator that the heavy responsibility of making decisions ultimately rests. That is why elementary school principals and superintendents are likely to expect answers to some practical questions before committing themselves to

adopting a new program regardless of the merits it may have in principle.

The following set of questions and answers may help in further clarifying the issue. They were taken from an exchange of letters between Henry C. Herge, who formulated the questions, and Theodore Andersson, who provided the answers. (Dr. Herge is dean of the school of education at Rutgers University and president of the National Association of State Directors of Teacher Education and Certification. Dr. Andersson is director of the master of arts in teaching program at Yale University. He also served as chairman of the program committee for the Washington language conference and is currently director of the UNESCO international seminar on the teaching of foreign languages for world understanding.)

CONTRIBUTIONS MADE

Q.: What contribution does language instruction make to the objectives of instruction in the elementary school?

A.: As it is the objective of instruction in the elementary school to educate the whole child and on all levels to educate the whole human being, one needs only to affirm that language consciousness and, if possible, a fluent speaking knowledge of at least one foreign language are essential to the well rounded man of our century, who is, by force of circumstances, a citizen not only of his own country but of the world.

Q.: Granted that experimental programs in education warrant encouragement, what are the specific values that this one has?

A.: The specific values in this case turn on the fact that preadolescent children are capable of learning languages easily and without accent whereas adolescent students tend to have the greatest difficulty learning a language well enough to speak it.

Q.: What are the advantages and disadvantages of restricting language instruction to gifted children?

A.: The advantages are the following: Languages have already been demonstrated to be successful enrichment material for gifted children. More can naturally be accomplished in homogeneous groups of gifted and highly motivated pupils. It can plausibly be argued also that until there are a greater number of qualified teachers available it would be better to restrict the language offering to those children

who would be likely to get the most out of it.

The disadvantages are the following: The selection of gifted children on the basis of I.Q., reading ability, or "being caught up with their work" does not necessarily give good results. There is no necessary correlation between language aptitude and high I.Q. or reading ability or "being caught up with one's work." Many instances have been cited in the literature on this subject of children with modest or even low I.Q.'s who showed marked language aptitude and, in fact, whose general work in all subjects improved as a consequence of success achieved in language. Furthermore, depriving certain children of the opportunity to share in a language experience does not strike some of us as being altogether fair and democratic procedure.

Q.: If we include language instruction in the elementary school, what are we going to give up in the curriculum? What are the values of languages as compared with what is to be replaced? Do the language teachers have suggestions for the improvement of the instructional program in the elementary schools so that languages may be included and all vital objectives still be retained?

A.: The difficulties suggested by these questions are more apparent than real. Those who have been associated with language instruction have testified almost universally that the rest of the work has not suffered from the addition of language. Nothing essential has to be given up. In fact, there are many cases in which teachers have affirmed a general improvement in what is accomplished in other subjects. Teachers also point out that foreign language instruction can so easily be integrated with the rest of the curriculum that far from detracting from other subjects it supports and strengthens them.

REASSIGNING TEACHERS

Q.: Is it appropriate that persons who have been trained for instruction at the secondary school level be assigned to the elementary school, where technics and procedures are radically different?

A.: The technics of teaching on these two levels are radically different. This does not mean that a teacher on one level is necessarily unable to adapt himself to the other level, but he has to be conscious of the difference and has to know how to adapt himself to

it. In some cases this might require additional training.

Q.: In view of the acute shortage of teachers in the elementary school, is this an appropriate time to be concerned with changing the curriculum pattern, or might it be more opportune to be concerned with improving instruction at the secondary school level in the area of modern language teaching?

A.: No considerable change in curriculum pattern is being contemplated. Short periods of language experience can be added without interfering with the rest of the curriculum. The improvement of language instruction is important on both the elementary and the secondary levels. Since the beginning of foreign language learning does not, for psychological reasons, belong on the secondary level, it is urgent that it be placed where it does belong, namely, in the early grades of the elementary school. In considering these questions we should be more sensitive to compelling educational considerations than to such factors as the acute teacher shortage. Let us not be tagged once more with the dictum, "too little and too late." As a matter of fact, the acute teacher shortage can well be partially alleviated by attracting language teachers, who might not otherwise be attracted, into the elementary school.

WORD OF CAUTION

A word of caution may well be offered here. Let the proponents of these programs be careful not to ignore, in their enthusiasm, the arguments advanced by the skeptics or by those who are genuinely concerned over the practical problems presented by the administration of these programs. On the other hand, it is hoped that the apparent difficulties of finding adequate teaching personnel or of fitting the languages into the curriculum will not prevent thoughtful administrators from considering the intrinsic worth of these proposals.

More and more persons with diverse backgrounds should get together and study the whole issue in terms of the local situation. Initial differences of opinion will prove helpful in enabling all to view the question with a broad sense of perspective. It will be well to approach the issue with an open mind, an attitude so clearly exemplified in Francis W. Parker's motto: "O Lord, preserve Thou me from the foregone conclusion."

Three case studies demonstrate

WHEN, WHY and HOW of TEACHER SUPERVISION

IT SHOULD be of no little concern to the profession that training in supervision in our universities has been so ineffective in producing expertness in dealing with the intricate problems of the teacher and the learner. This was forcibly brought to my attention in one of this country's good school systems. A number of principals and supervisors requested that they meet one afternoon a week to discuss the problem of how they could give more effective help to teachers. These were experienced persons with at least the master's degree from some of America's most highly regarded graduate schools of education.

This group wanted the answers to such questions as these: Why do we supervise? Whom do we supervise? How do we supervise? What do we do about it? They were convinced that routine or scheduled visitation was more disturbing than beneficial to the classroom program and that there should be valid reasons for entering the classroom to observe the work of teacher and pupils.

The policy in that school system was visitation by the supervisor upon invitation of the teacher, or of teacher and principal. If the teacher didn't invite them, what would they do? If the teacher invited them just for policy's sake, as often happened, what was the object of the visit?

The group concluded, after considerable discussion, that the following were basic principles underlying effective assistance to teachers:

1. There should be a specific purpose for stepping into the classroom situation.



Photo, courtesy, public schools, Oak Ridge, Tenn.

When a teacher cannot solve a problem, she and the principal should work together to find a solution, calling in consultants if it is necessary.

2. The teacher should be encouraged to seek aid, not to fear it.

3. Whenever there is a problem that the teacher cannot solve, teacher and principal should work together in finding a solution, calling in consultants whenever necessary.

4. The teacher is not always aware of his own faults, in which case the principal is responsible for diagnosing the difficulty and enlisting the teacher's cooperation to the end that the weakness may be remedied.

During the discussions a number of interesting cases were mentioned. This

article briefly summarizes three problems involving:

Case I. An Experienced Teacher With Disciplinary Problems.

Case II. A Probationary Teacher Who Was Failing.

Case III. A Teacher Eligible for Retirement.

Case I. An Experienced Teacher With Disciplinary Problems. Principals and supervisors confessed that they did not know how to diagnose the causes of weaknesses. This led to a discussion of symptoms. It was suggested that probably some of the prin-

cipals had one or more teachers who were constantly sending pupils to the office for disciplinary measures. A junior high principal admitted he had such a case. He was asked what he did about it. He replied, "I give the children a constructive lecture and send them back with their promise to behave, but they keep on coming." In other words, he was treating symptoms without effecting a cure.

It was apparent that it was necessary to diagnose the causes for the disciplinary problem. Was the cause simply a weak teacher who couldn't be helped, or was there some defect in technique? Or was this class a particularly difficult one for this teacher to handle?

SUGGESTION MADE

In the course of the discussion, it was suggested that the trouble might be caused by poor assignment of work, so that the pupils did not know what was expected of them and consequently had no interest in, and felt no need for, the work of the class.

It was decided that the principal should observe the way in which the assignment was handled and its possible relationship to discipline. To this end he entered the classroom ahead of the class and quietly observed the attitudes and activities of the children and of the teacher. Before the teacher arrived, the first child to enter the classroom sat down and simply gazed about the room. When others arrived, it became clear from the questions they asked one another that there was absolutely no common understanding regarding the work to be accomplished. The teacher seemed to know the subject and followed up the confusion with a fairly satisfactory classroom teaching job, but no assignment was given until the bell sounded at the end of the period, when the teacher shouted an assignment as the class was on its way out.

The principal followed the class to the next classroom. The whole atmosphere was different. In reporting to the group of principals and supervisors, the principal said, "You would not know it was the same class of girls and boys. There was no looking around, no question as to the work to be done. Children went to their stations and started to work immediately. When all were at their desks the teacher simply asked, 'How did you get along?' This brought forth questions and a few problems. After these had been cleared up the teacher

asked, 'What is the next step?' Children presented their ideas and together they and the teacher arrived at a fully understood program of work."

The importance of the assignment and of the way it was achieved was thoroughly demonstrated. The principal now had a clear-cut diagnosis of this teacher's problem and a concrete basis for remedying the difficulty.

It is not the object of this article to describe exactly what was done to eliminate the disciplinary problem, which was in reality a teaching problem. Suffice it to note that conferences were held with the teacher on the place of the assignment in the learning program, its psychological implications for readiness and understanding, and how these applied to the class and its work. The teacher was released from some of her classwork to visit teachers who were known to have good assignment techniques. In two weeks' time the classroom atmosphere had been revolutionized, and the disciplinary problem had been completely solved.

Case II. A Probationary Teacher Who Was Failing. The second case concerns a third grade teacher, a young woman in the final year of the probationary period. Ordinarily, probationary teachers who did not demonstrate a real promise of success were dismissed at the end of the first or second year. The principal and supervisor both felt that in this case the failure thus far had not been entirely the teacher's fault and that they must share the responsibility.

Following the suggestions emerging from the group, the principal and the supervisor, in conference with the teacher, discussed the assignment and all its applications to this teacher's classwork. On the following Monday morning the teacher arrived early and requested a conference with the principal. She explained that she had at last discovered that the principal and supervisor were trying to help her and not to get rid of her. She said that she had worked during the entire week end on a unit of work in the social studies, and, for the first time in her career, she asked for the principal's suggestions.

This young teacher had at last been correctly approached by the supervisors. Her growth was surprising. The following spring she gave a demonstration of a unit of work with her class of third grade youngsters to all the probationary teachers, the princi-

pals, supervisors and directors in the school system.

Case III. A Teacher Eligible for Retirement. Case III was a first grade teacher eligible to retire. She had a few years of service before it was compulsory for her to leave at age 65. The principal felt that she should retire but admitted he had done nothing to bring about improvement in this teacher's work because of her age.

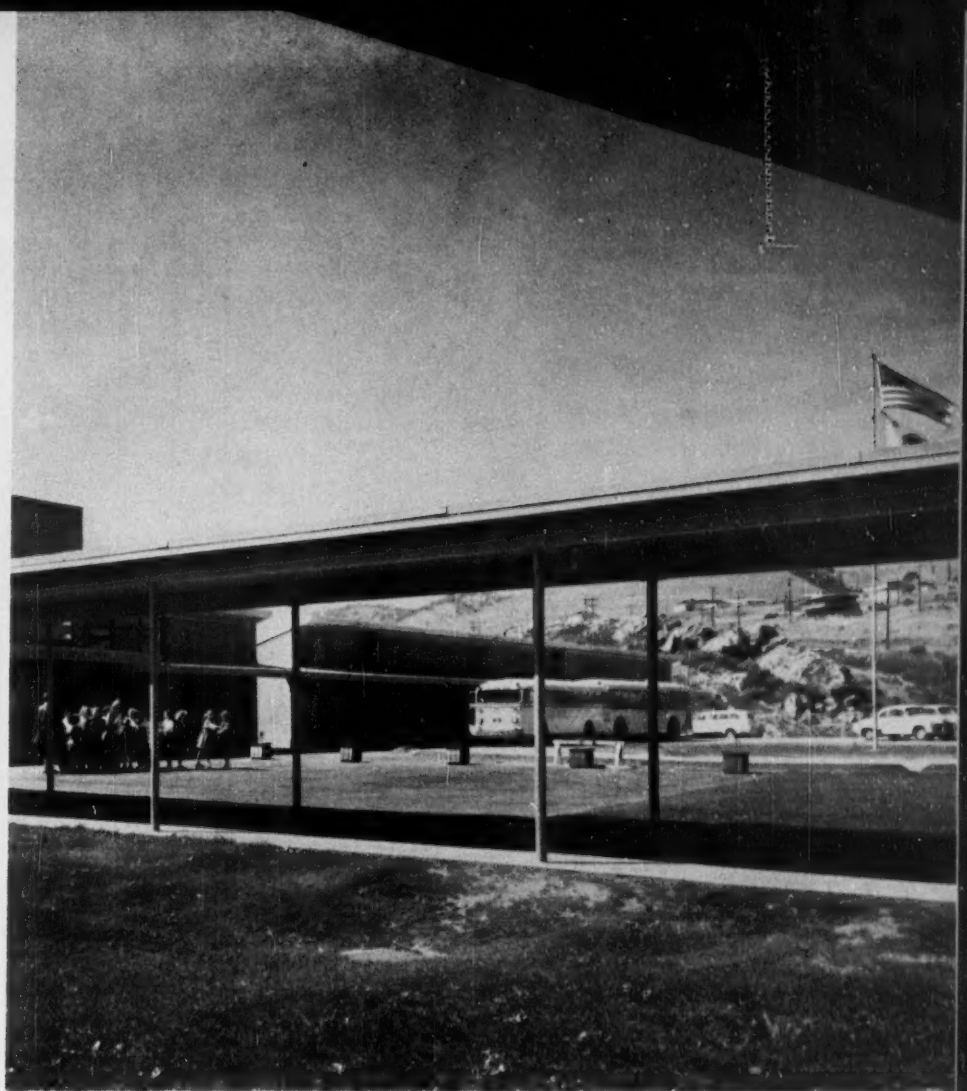
It was learned that this 60 year old teacher had never visited another teacher at work. As a matter of fact, she was a perfect example of "one year's experience in 35 years of teaching." The first step in the rehabilitation program seemed clear, and it was arranged for her to spend two days visiting some of the outstanding first grade teachers in the school system. The teacher was pleased at the opportunity given her to see others at work. In her case the effect was astonishing. Immediately the drab environment of her classroom disappeared; the room took on a pleasant and stimulating appearance. Next she adopted new and varied teaching material, and she finally invited the principal and consultants to help her carry on a modern program of education for her first grade children.

When she retired at 65, she came in to tell the superintendent what a wonderfully happy experience she had enjoyed during the last years of her teaching career, when she knew she had done the best work of her life. This was perfect proof that age is not always a deterrent to growth in teaching effectiveness.

COOPERATIVE EFFORT NEEDED

These cases are not isolated instances but can be found in every school system. Consultants, supervisors, principals and teachers must get together on a common basis of understanding and mutual help. The educational processes must be improved if we are to do our job well. Diagnosis of difficulties and weaknesses in the classroom and their remedies are cooperative efforts that must be coordinated under the leadership of the principal. Supervisors, principals and consultants must have the ability to go back of symptoms and get at the causes for defects, weaknesses and lack of progress in classroom teaching programs.

Not until the causes of ineffective classroom work have been isolated and eliminated can maximum progress be achieved.



Central patio adjoins administration building of school at Pismo Beach, Calif.

SCHOOLHOUSE PLANNING

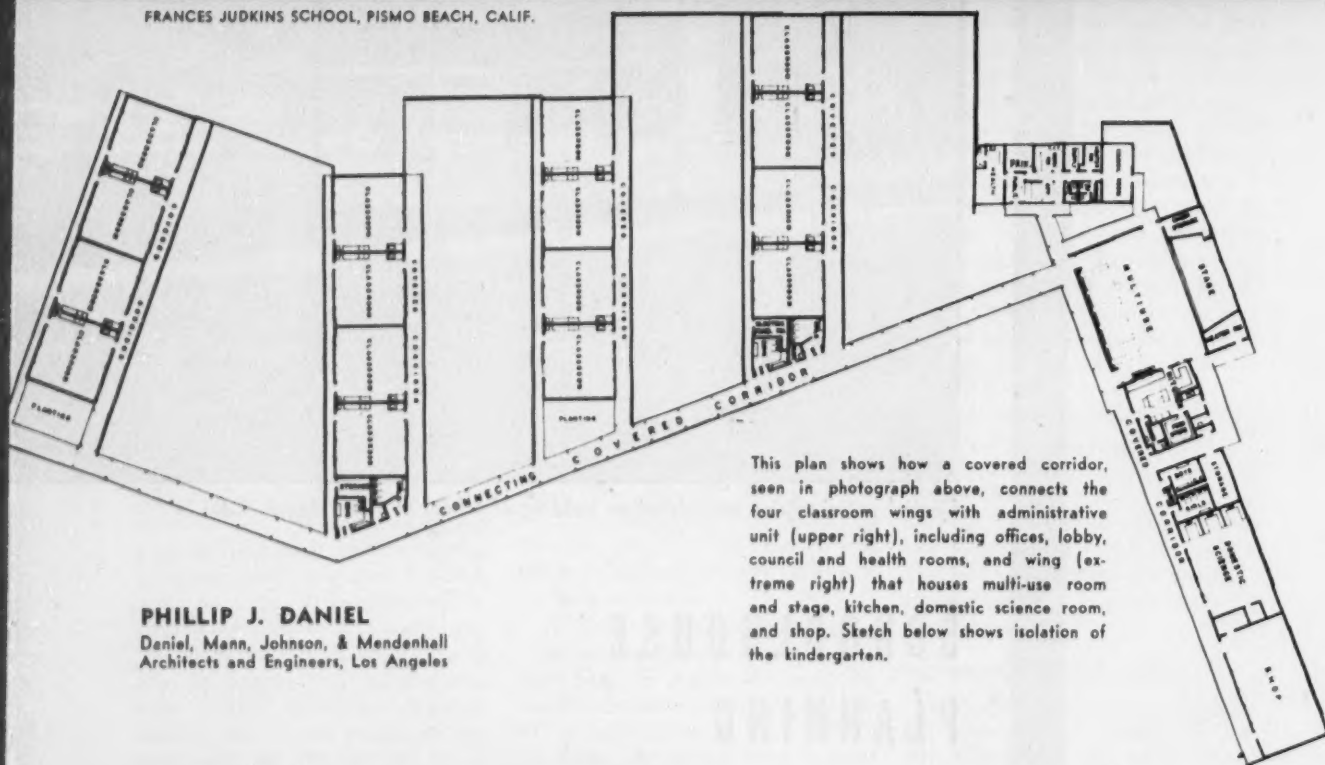
Elementary School in California

Consolidated School in Minnesota

High School in Texas



FRANCES JUDKINS SCHOOL, PISMO BEACH, CALIF.



PHILLIP J. DANIEL

Daniel, Mann, Johnson, & Mendenhall
Architects and Engineers, Los Angeles

This plan shows how a covered corridor, seen in photograph above, connects the four classroom wings with administrative unit (upper right), including offices, lobby, council and health rooms, and wing (extreme right) that houses multi-use room and stage, kitchen, domestic science room, and shop. Sketch below shows isolation of the kindergarten.

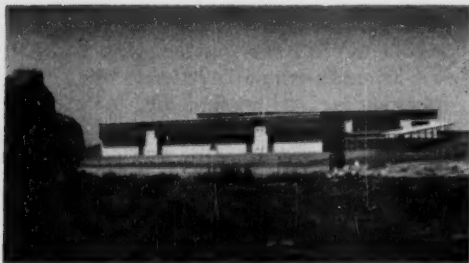
THIS WOOD STRUCTURE

retains design qualities of steel

ON THE King's Highway (U.S. 101), about midway between Los Angeles and San Francisco, lies the resort town of Pismo Beach, Calif., known chiefly as the home of the giant Pismo clam.

Here atop a rugged hill overlooking the blue Pacific—on the site of an ancient and abandoned Indian burial ground—we encountered unique problems in engineering and design for the Frances Judkins School. Blasting and





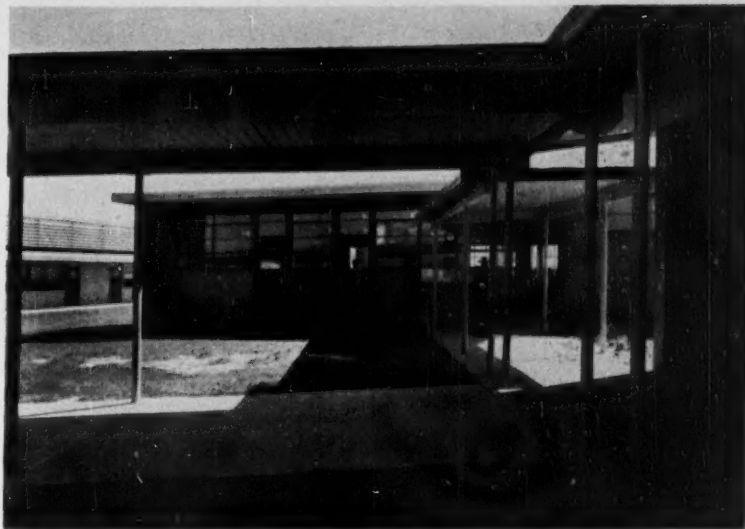
Left: This is one of the four-classroom buildings in the Pismo Beach school. The rugged rocks in the extreme left foreground are typical of the terrain of the one-time Indian burial ground. Below: A pupil enters administration building.

bulldozing operations for the 20,000 cubic yard cut and fill necessary to salvage about one-third of the 35 acres—the only centrally located site available—uncovered scores of skeletons and artifacts.

The school provides facilities for 600 children of the district, which embraces Pismo Beach, Shell Beach, and Grover City. It was erected at a cost of \$489,936.

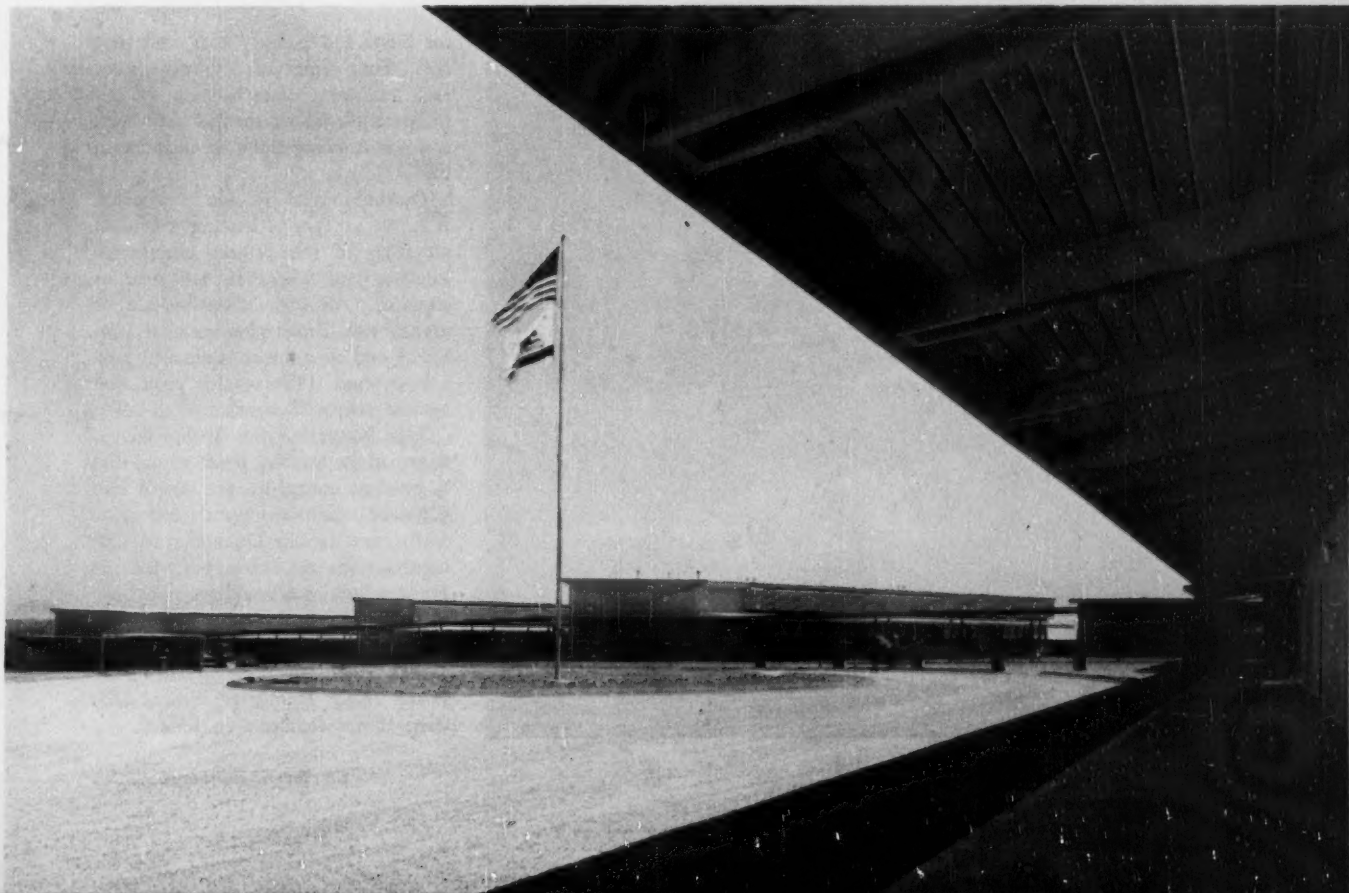
Because, in our opinion, it is an outstanding example of how essentially wooden construction can retain the design qualities of a steel structure, we have used the Pismo Beach plant as a model in some of the 40 other school districts we serve.

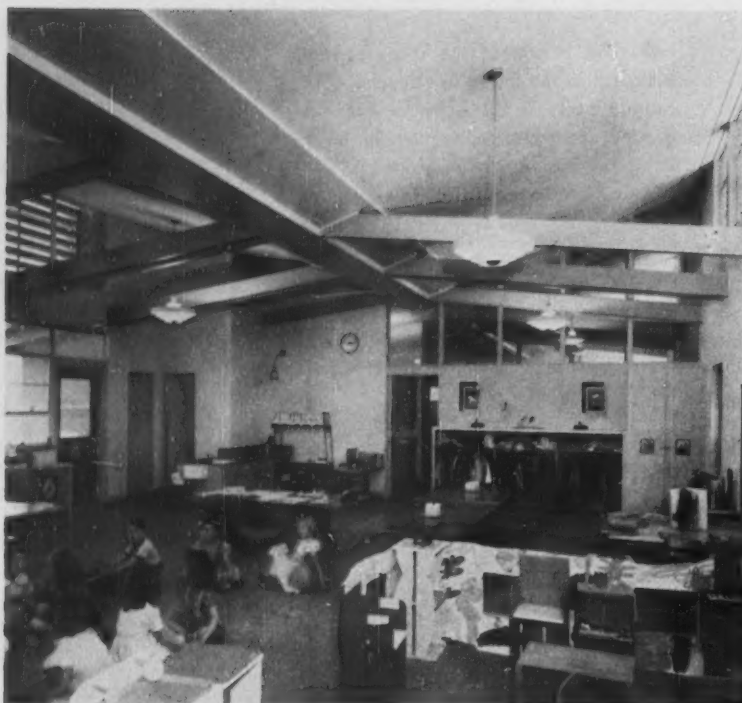
Necessity dictated this type of building because of the steel shortage result-



This covered corridor runs outside the shop, the domestic science room and the multipurpose room. The small

unit in the far right background is the administration building. The California Bear flag flies below Old Glory.





Above: The kindergarten has its own toilets, cloak and work rooms, driveways and play areas. Below: Tables at left in multipurpose room can be folded and stored; those at right fold into the wall.



ing from the Korean war. It has found favor with the school planning division of the California Department of Education both for its flexibility and for its variety of design. Large wooden posts are the centers of stress while roof construction is of the inverted stress type. Exteriors are of stucco.

Centrally located on the campus is the multi-use building, which is quickly and easily convertible into either an auditorium, with large raised stage, or a cafeteria, with long folding tables. The kindergarten is completely isolated from the rest of the school and boasts its own driveway, parking space

GENERAL CONSTRUCTION: Wood frame and plaster; wooden roof; acoustic tile ceilings; asphalt tile floors over cement. Walls yellow and off-white with persimmon, laurel and clay trim.

HEATING AND VENTILATING: Radiant heating (floor panel) and forced warm air system. Exhaust fans in utility rooms.

COMMUNICATION: Conduit, outlets and terminal cabinets installed for future intercommunicating and public address systems.

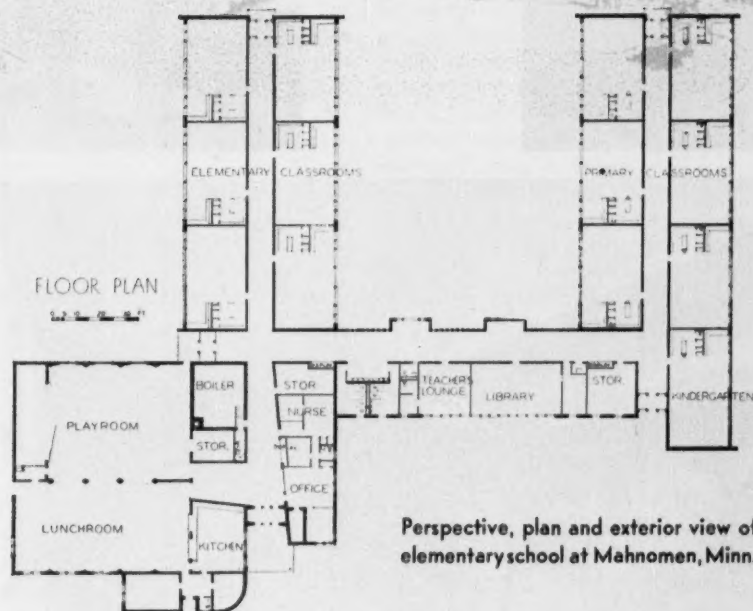
COST: (Not including fees and cost of land and equipment) \$489,936, or \$12.20 per square foot.

for buses and parents' cars, and play area. Four wings of four classrooms each and other units housing the administration offices, manual arts shop, and homemaking crafts are included in the building.

Outside louvers provide sun control. A forced air type of heating is used in all parts of the project except the kindergarten, where radiant heat is supplied. All floor coverings are of asphalt tile. Broad play areas are provided, and all units are linked by outside covered walkways for protection against "unusual" weather.

Last November an earthquake so damaged the existing grade school that it was necessary to put ahead the Christmas vacation schedule and move to the new facility December 15. All construction and landscaping for the Frances Judkins School have now been completed.

The building was named for Frances Judkins, who is superintendent of the Pismo Beach Elementary School District. It was dedicated on June 6.



Perspective, plan and exterior view of elementary school at Mahanomen, Minn.



LOW-COST CONSTRUCTION

for districts with low valuations
and high space requirements

G. CLAIR ARMSTRONG

Armstrong & Schlichting, Architects, Minneapolis

A GREAT number of school districts are finding themselves in a vicious squeeze between a rapidly growing school child population and a low ceiling on money available for construction of school facilities.

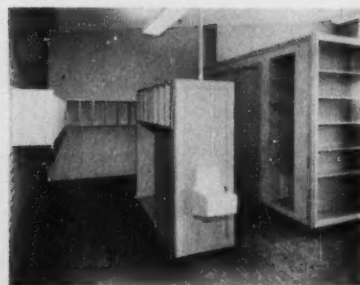
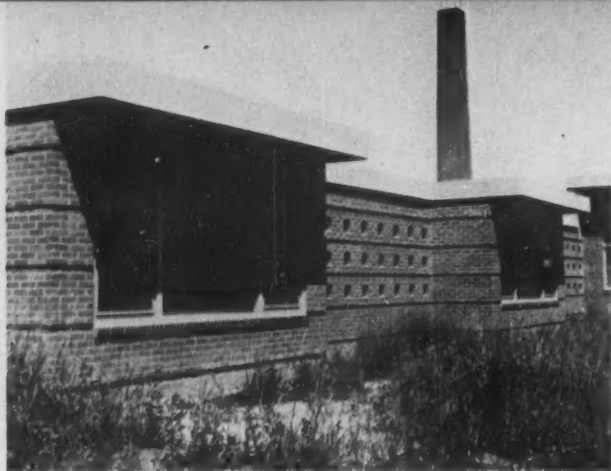
Here in Minnesota school districts are restricted by law to a bond limit of 50 per cent of the assessed valuation of property in the district. This legal restriction imposes a completely inflexible limit to the total money available for school construction in a given district without making any allowances for school housing needs or for constantly rising building costs. Unfortunately, the valuation of property does not necessarily keep pace

with building costs or, for that matter, with school enrollment.

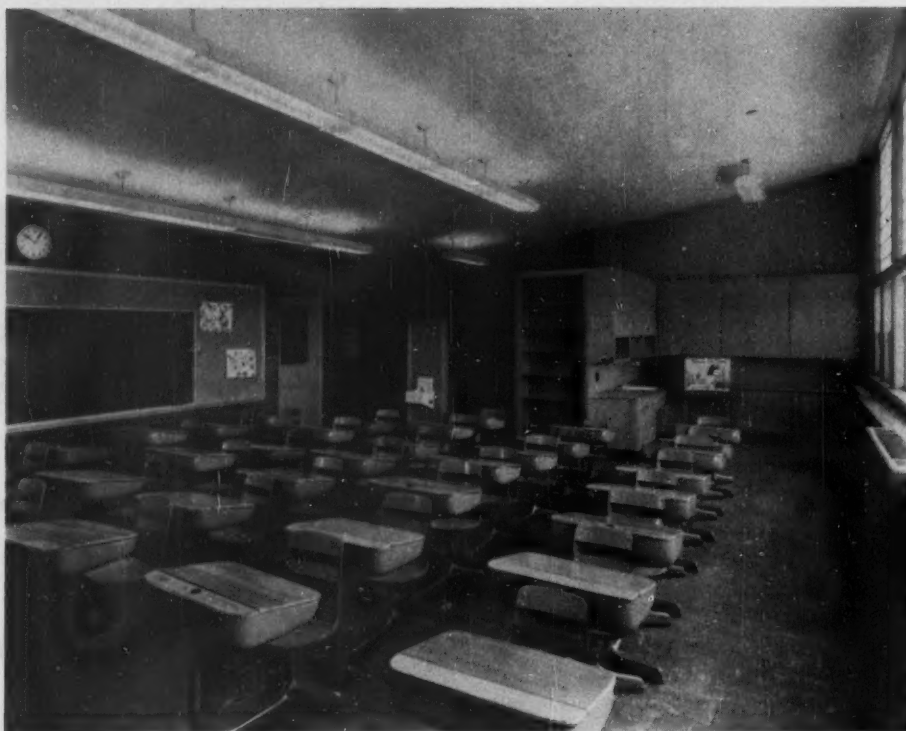
The situation is particularly severe in school districts composed largely of dwelling units that have low assessed valuation and at the same time a large population of children of pre-school and elementary school age. Many of these districts have little or no commercial or industrial property to help build up the property valuation.

This problem has brought about a somewhat special concept of school design and construction. Our firm can report some success along the lines of low-cost school construction, as in a number of building programs we have encountered the paradoxical situation

of extremely low budget and extremely high space requirements. In some instances we have been forced to employ technics and materials that might not provide the longest life or even the lowest maintenance factor because of this condition, which provides inadequate funds for original construction but generally adequate funds for operation and maintenance. One example of this situation is at Mahanomen, Minn., where the school district required 12 elementary classrooms, a kindergarten, a library, a lunchroom, a kitchen, a playroom, toilets and office space. Cost of the building had to be \$350,000 or less. This school will be described later in this article.



Above: Exterior view of Mahnommen school. Above, right: This storage unit is at the back of a classroom. The rear door is to the toilet and the other to a closet. The open space will be used for steel cabinets. Right: This is a typical classroom. Above the standard size, double-hung windows are large panels of directional glass blocks. The sloped ceiling helps spread the daylight throughout the classroom.



It seemed apparent in approaching the design of this and similar projects that a good many of the old accepted premises of school construction would have to be abandoned and a new set of values would have to be established.

Our first premise was that, unless site area was a factor, it was most economical, and we think more desirable in nearly all ways, that these buildings should be of one-story construction without basements. Next, we seriously considered frame construction, particularly for roofs. This was especially true when the shortage of structural steel entered the picture. We also attempted to find materials for interior walls that were economical, durable, had good acoustic properties,

and presented a good appearance. For this material we used in several cases lightweight concrete blocks. We found it considerably more economical to heat these buildings with some type of forced air system. This probably does not provide as accurate temperature control as other types and may not do so good a job of ventilation, but its cost and performance seem to be in line with those of other features of this kind of building.

One of the difficulties likely to beset the architect on this type of project is that school boards are likely to present him with such a problem and agree that all possible sacrifices must be made in its solution and then to overlook this basic premise when the

job is complete. These school boards should be impressed with the fact that this problem is not of the architect's making and that it nearly always results in his doing considerably more research and work than normal to hold the cost down, which has the adverse effect of lowering his fee by lowering the cost on which it is based. Let me emphasize that this kind of program should be undertaken only when it is absolutely necessary for financial reasons.

Let me consider further some of the factors of possible economy in construction I have mentioned:

One-Story Construction. Our experience seems to have borne out the thesis that it is easier and quicker to

construct a one-story building; only a nominal amount of scaffolding is required and many of the technics developed for house building can be used. Elimination of stairs constitutes a considerable economy. While it has been put forward many times that multiple-story buildings cost less per cubic foot because of the fact that one floor structure is saved, I am sure that this fact does not hold where it would be necessary to replace a frame roof structure with a fireproof floor structure.

A one-story building can also be built more quickly than a multistory one, and this in itself is an economy. That the one-story building is more functional seems apparent; at the same

time it gives the opportunity to provide bilateral lighting in the classrooms if the construction budget will permit. The one-story plan certainly provides a considerably better situation for fire exit, and this is doubly important in buildings of partly frame construction. In several of the schools we have provided doors directly out of the classrooms, and while there has been some criticism that our Minnesota climate does not lend itself to the best use of this kind of facility, certainly as a fire exit such a door is perfect.

Frame Construction. As architects for a good many nonschool buildings, we have always been aware that, in general, frame construction is less costly than any kind of fireproof con-

struction. The problem then becomes one of determining how far it is wise to go in this direction in buildings that house large numbers of children. There is little hazard to the occupants of the building from fire in the roof construction, so that in this respect the use of wood construction for roofs resolves itself to a problem of insurance, and, as I mentioned before, operating budgets are usually not a particularly serious problem to these schools.

Frame construction is of course not so permanent as most types of fire resistive construction, but part of our philosophy is that it is permanent enough. There are many school buildings now in use that are structurally



The lunchroom (left) and multipurpose room (below) are adjacent. The rolling doors between them can be opened when a large space is needed. Because the school was built when steel was difficult to obtain, the entire roof structure of the two rooms is of wood with laminated beams, purlins and roof decking composed of wood fibers saturated with cement. The multipurpose room has glass block, the lunchroom clear glass windows. The specially designed brick piers were worked out to add interest to what could have been monotonous use of so much brick.



sound but that have long since become functionally obsolete.

Since the imposition of restrictions on structural steel it has been particularly true that these frame systems have been in order, and we have even developed methods of framing roofs for gymnasiums with all wood members, and have constructed a gymnasium with a clear span of 60 feet spanned by wood trusses. It is questionable that it is economical to use frame construction for these long spans, but government restrictions and shortages of steel have made it necessary in some cases. Part of the economy in these systems is due to the possibility of employing workmen who are accustomed to constructing smaller, less expensive buildings, such as residences. Many small house techniques have been found useful in constructing these buildings.

Masonry Wall Materials. Inasmuch as the roofs of these buildings are vulnerable to fire, we have tried to balance this fact by using masonry materials for interior walls and partitions. For corridor walls and classroom partitions we have in several cases employed concrete blocks made with lightweight aggregate. There are a number of such blocks available in

most areas, and we have used several different types. In each case we have left them exposed on both sides and have decorated them merely with a water base paint. This procedure provides a complete wall unit in one operation, which results in considerable economy over any other system we have found.

The lightweight aggregate blocks have an advantage over ordinary cement-sand concrete blocks because they provide good acoustic properties and good thermal properties when used in outside walls, as well as better appearance. They are not generally satisfactory if exposed to the weather, and we find it wise to veneer them with brick. The appearance of these blocks is good, and, with the use of pleasant bright colors, attractive rooms can be obtained. As the acoustic properties are considerable, we find that it is not entirely necessary to treat the ceilings acoustically and so are able to use more economical ceiling construction. The chief disadvantage of these blocks seems to be a rather high shrinkage factor, which in some cases has caused unsightly cracks.

Heating. While the use of a forced air heating system presents problems in control and ventilation, the cost

savings make it worth considering. It is highly advisable to design these systems with as much automatic control as possible; even the most completely controlled air system seems to be considerably less costly than any other kind. The use of compensating temperature control to adjust the plenum temperature to the outdoor temperature provides almost continuous fan blower operation, which is advisable to obtain adequate ventilation.

Exterior Materials. We have in nearly all cases found it advisable to face the exterior of the buildings with brick, although we have effected some savings by using low-cost common brick, which in many cases is more attractive than more expensive brick.

Floor Materials. In general, the most economical and durable floor material for these basementless buildings seems to be asphalt tile, for classrooms and most other rooms. In the toilets we find a ceramic tile advisable, even though it is more costly.

Lighting. One of our principles has been that a high level of lighting must be maintained. In general, we have used fluorescent fixtures running the length of the classrooms. With this system in most cases the row that would normally be next to the win-

The library is used by all six grades in the Mahnomon school.





Left: These washbowls are in the corridor outside the girls' toilet room. Below: The long corridor has indirect, incandescent, husk type lights that can be turned to spotlight displays on the wall. East and west corridors have lower ceilings with recessed lighting. Perforations in the brick corridor walls are glazed with glass block.



dows can be omitted unless the rooms are to be used at night. We maintain a lighting level of at least 30 foot-candles in all classrooms.

As to natural lighting, we have been able to apply several different types of systems and find that there are many satisfactory economical ways of providing good seeing conditions. The lowest cost method seems to be the use of standard wood double-hung windows to a height of about 7 feet with prismatic glass blocks above these windows to the ceiling. Where it is possible to provide bilateral lighting, we have used several different systems, but we somewhat question the advisability of increasing construction costs to provide this type of light when satisfactory lighting can be obtained so much more easily with artificial illumination.

Built-In Equipment. It is necessary in these low-cost schools to restrict as much as possible the inclusion of built-in millwork, but we have tried to maintain an adequate amount of cabinet work and storage fixtures in the classrooms. Most of these low-cost schools include a work space at one end of the room containing a linoleum covered work top with built-in sink and with storage space below and above the counter top. We also include a teacher's closet and some open shelving for book and other storage. We generally put coat storage space in the classroom; usually it includes open hooks, shelves and storage compartments for each child.

It is certainly to be hoped that some financial remedy can be found for the situation that makes these building methods necessary, but until that time we must continue to develop as many means as possible to meet the situation. It has long been our feeling that school buildings in general last too long and that they become functionally obsolete long before the structure has begun to deteriorate. Perhaps the situation that has been forced upon us will provide the means for allowing us to keep our buildings in step with the changes in educational procedures that are bound to come about. The simplicity of these buildings does in itself provide a sort of flexibility, and perhaps in the end this will prove beneficial.

We are all too familiar with school buildings that are now a half century or more old but that, because of their solidity, must continue to be used for perhaps another half century, even though the mechanical facilities and the plan itself have long since become obsolete. It is now a familiar thing for school boards to be spending large sums of money rehabilitating these old buildings, and in many cases the rehabilitation represents many times the original cost of the structure. In most cases the functional disadvantages will still be present after the buildings have been rehabilitated. We feel that these low-cost new buildings represent considerably better school housing than the old buildings that have been rehabilitated at a cost exceeding that of these new buildings.

Earlier in this article, the elementary school at Mahanomen, Minn., was mentioned as an example of the lost-cost structures we have been building. In this case it was decided that the old school building should be retained as a high school and that a new elementary school should be built with the funds which could be made available by a bond issue. Because of the rather low valuation of the property in the school district, bond funds were limited, and it was necessary to design the building as inexpensively as possible and to provide maximum school space. The construction is, in general, masonry walls with exposed face brick in the corridors, multipurpose room, and lunchroom and part of the classrooms. There are asphalt tile floors on concrete slab throughout. There is no basement, and even the boiler room is depressed only about 4 feet because of unfavorable soil conditions.

FURTHER ECONOMY MEASURE

For economy reasons the entire roof structure is of wood with acoustic tile ceilings throughout, except for the lunchroom and multipurpose room, which are constructed of laminated wood beams and cement coated wood fiber roof decking, which is exposed on the under side. The 24 foot wide classrooms were spanned by wood trusses, which were built on the job.

Area of the school is 32,000 square feet; total construction cost was \$345,000, which was approximately \$10.75 a square foot.

COMPREHENSIVE HIGH SCHOOL

designed for city in Southwest

may be model for future buildings

DON E. MATTHEWS

Assistant to the Superintendent, Public Schools, Dallas, Tex.

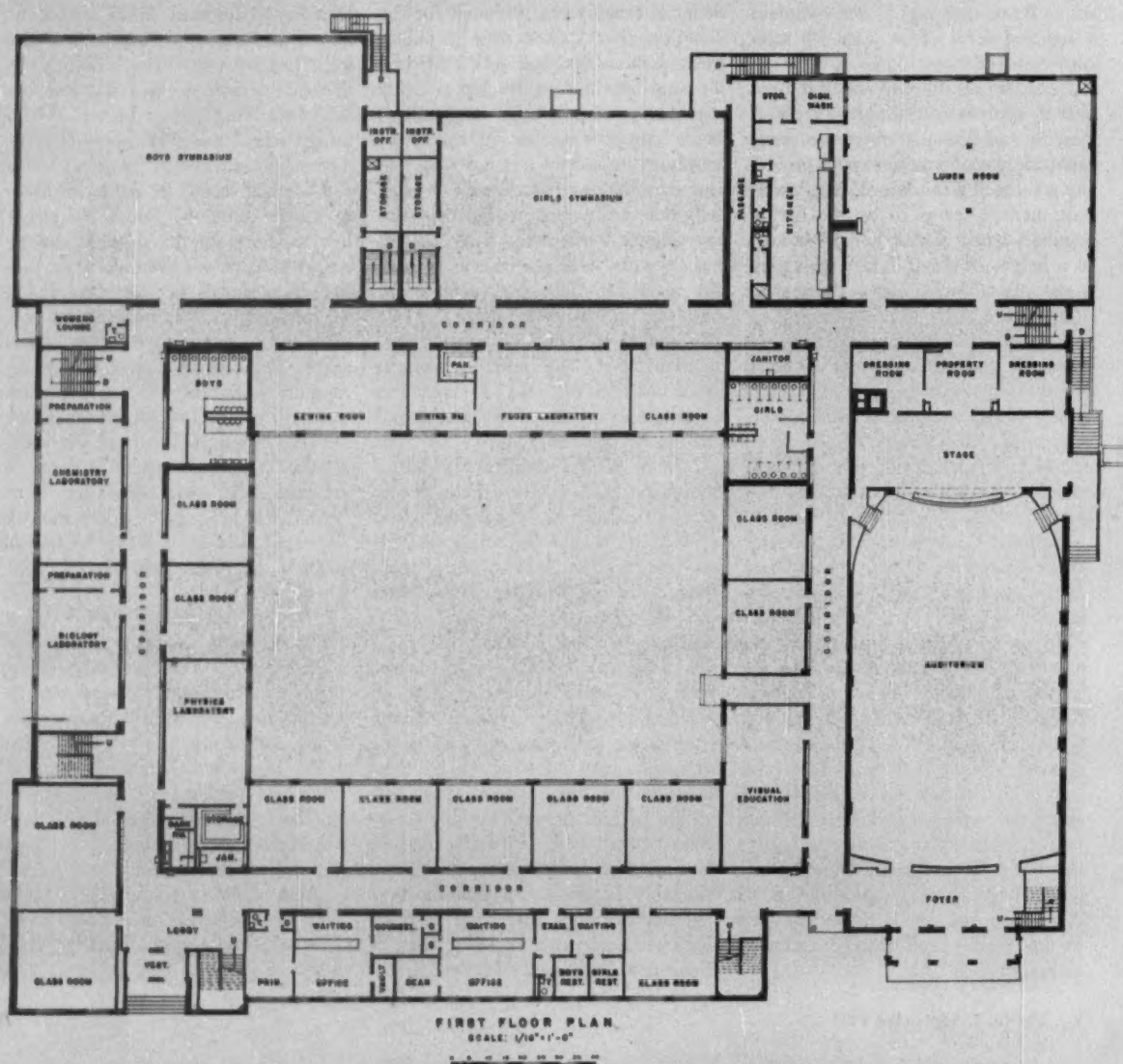
IT COST Dallas, Tex., \$10.32 per square foot to build its first out-and-out "comprehensive" high school—the South Oak Cliff Senior High School. Accommodating 1800 stu-

dents, this new building cost only \$1,380,717, not including fees and the cost of land and equipment.

It provides facilities for a full academic program, plus wood, metal and

electrical shops and rooms for mechanical drawing, homemaking, all the sciences, and the creative and recreational arts. The arrangement of the physical facilities in this building may

First floor plan, South Oak Cliff High School. Mark Lemmon was consulting architect.





FRONT ELEVATION, SOUTH OAK CLIFF HIGH SCHOOL

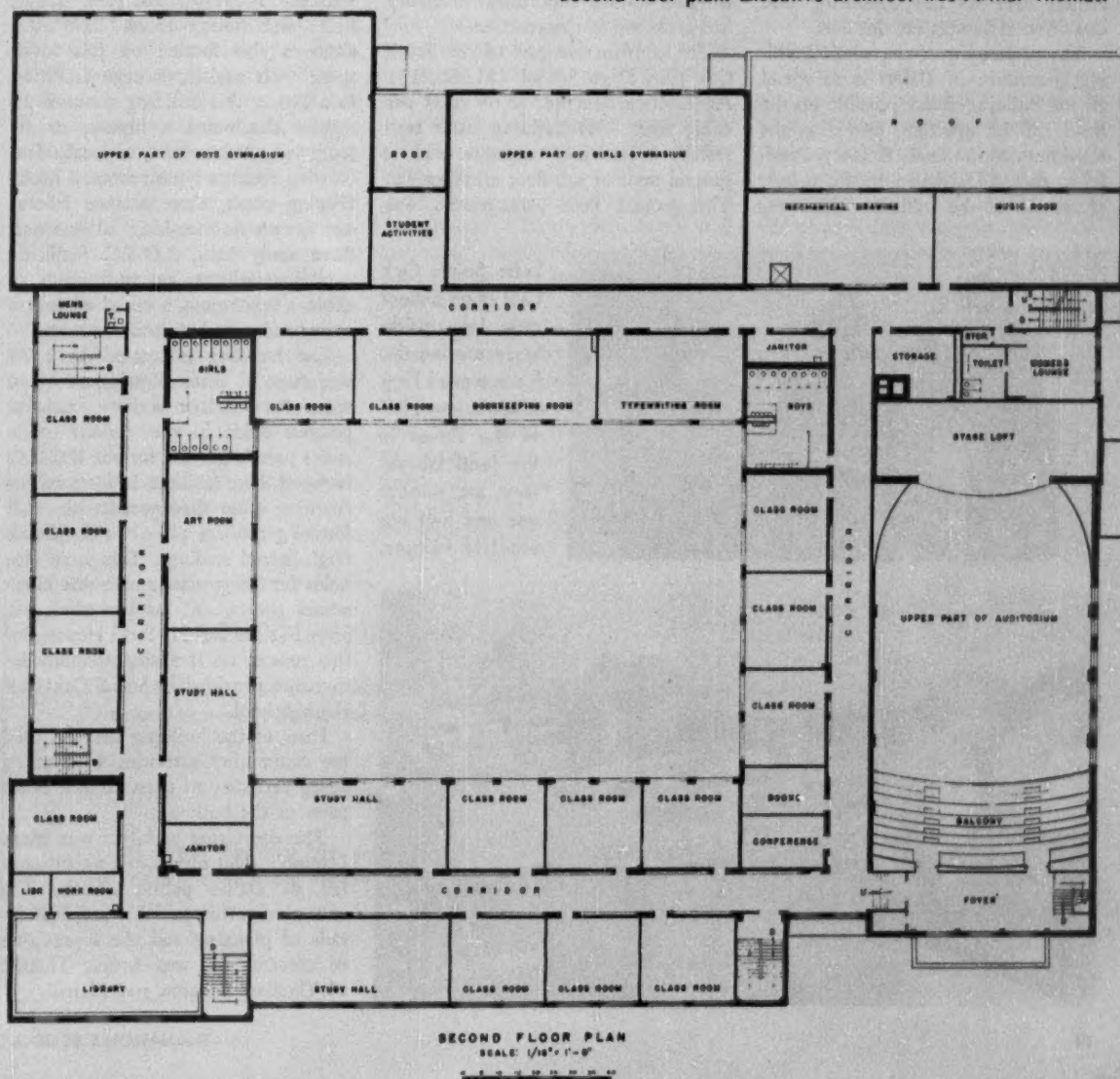
become a model for several such plants we expect to need in Dallas in the near future.

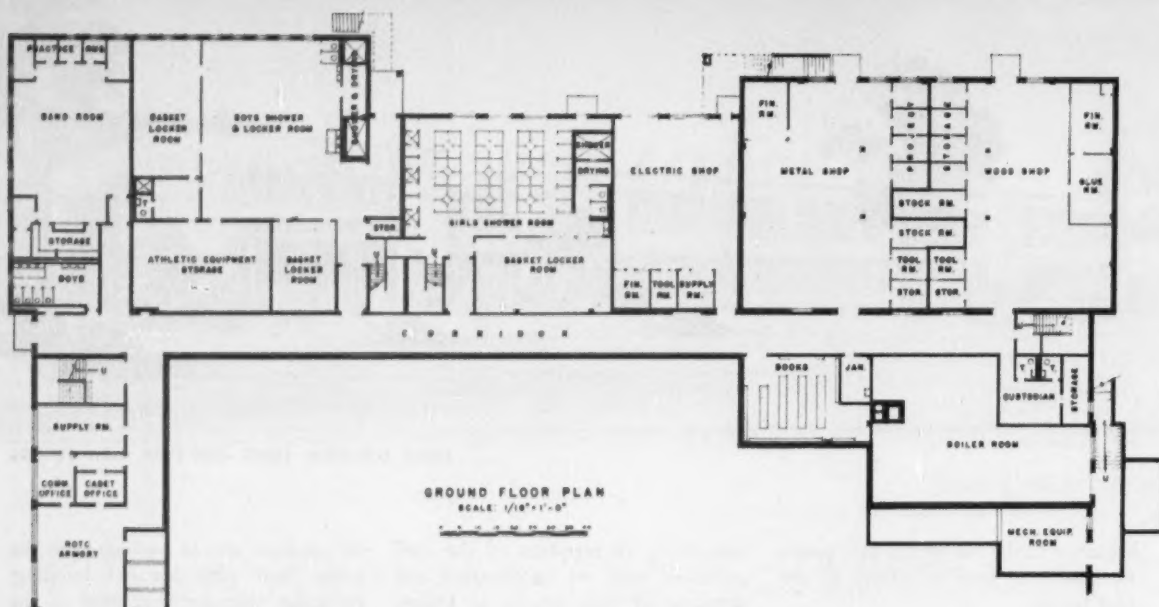
In the preplanning stage the superintendent of schools called for assis-

tance from all members of the staff concerned with the maintenance and operation of high schools in Dallas. This assistance came in the form of recommendations for everything, from

the smallest item of equipment to the actual floor plan for the building. Particular attention was paid to the suggestions and recommendations of the classroom teachers, which were

Second floor plan. Executive architect was Arthur Thomas.





channeled through the supervisory force to the administration and then turned over to the consulting and executive architects on this job.

The philosophy of the whole building procedure in Dallas is to spend all the building dollar possible on the inside of the structure, providing the maximum educational efficiency. Parallel to this is insistence on the proper placement of the facilities within the

building so that allied interests will be contiguous. These ideas have contributed toward educational efficiency and economy of construction.

The construction cost of the South Oak Cliff High School (\$1,380,717) represents a unit cost of 68 cents per cubic foot. The building itself represents a two-story structure with a ground floor or sub-floor arrangement. The ground floor arrangement was

possible because of the contour of the site. The lower level proved to be an excellent location for the shops, boiler and storage room. The band room is also located on this level, along with athletic storage facilities. In addition, this building contains 28 regular classrooms, a library, an art room, a music room, a mechanical drawing room, a typing room, a book-keeping room, three science laboratories, two homemaking laboratories, three study halls, R.O.T.C. facilities, two gymnasiums, an auditorium, a clinic, a lunchroom, a visual education room, and an administrative suite.

The building is located on a 25 acre tract of land, allowing adequate space for outdoor activity, such as practice fields in the various sports and a parade ground for the R.O.T.C. None of these facilities is designed for anything other than practice since all formal games are played in the Dallas High School stadium. This same idea holds for the gymnasium in that inter-school games, such as basketball, are played at the Dal-Hi Field House. For this reason, no spectator accommodations are provided in South Oak Cliff High School.

Parts of the building may be used for community activities without its being necessary to open or heat other parts of the building.

The consulting architect was Mark Lemmon, who serves in that capacity for all Dallas public schools. The executive architect, who handled details of planning and the supervision of construction, was Arthur Thomas of Thomas, Jameson and Merrill.



Left: South Oak Cliff High School girls take pride in decorating the homemaking suite. Below: Half of the stoves in the food laboratory are natural gas and half are electric ranges.



**Big difference in duties
seems to rule out**

SINGLE SALARY SCHEDULE FOR PRINCIPALS

IN THE midst of all the talk about teachers' salaries, what about the principals? The factors considered in the setting of principals' salaries vary considerably throughout the country.

School superintendents responding to *The NATION'S SCHOOLS* opinion poll strongly favor a salary schedule for principals based, first of all, on the size of the school unit involved. Theoretically, they say that, if all factors other than size were equal, then elementary and secondary principals should receive the same salary. Practically, however, they point out that all other factors cannot be equal and that the imbalance favors a higher salary for secondary principals.

This question relating to salaries was sent to 500 school superintendents selected at random from each state. In spite of recent positions taken to the contrary by some groups of elementary school principals, almost nine out of 10 superintendents were opposed to a single salary schedule for principals which disregards the size of schools in favor of education and experience as the only factors.

The vast majority of superintendents favor salaries based at least in part on enrollment. There is a frequently

expressed conviction that size of school, size of job, size of salary all somehow ought to relate to each other. As one superintendent stated, "the principle of responsibility is involved here." He asks, "Should the mayor of a small hamlet receive the same wage as the mayor of a rather large city?"

What is the position taken by those who oppose using size of school as a basis for salary? Only training and experience should be considered, they say: One man insists that pay should be based on the value of work done—not just the amount—and that there is really little argument concerning the importance of instruction in the early grades.

Answers to the second question gave descriptions of factors that should and are being considered in granting secondary principals larger salaries than their colleagues in the elementary schools receive. In discussing these factors, the big word is "responsibility," sometimes called the complex rôle and sometimes called just plain hard work. What are these considerations other than size that encourage higher salaries in junior and senior high schools? Comments taken from the questionnaires point out the high

school principal's responsibilities for community leadership, extracurricular activities, more guidance, more difficult discipline, more complex pupil accounting and record keeping, problems relating to competitive athletics, and, finally, just plain pressure.

First grade and kindergarten teachers would be intrigued by a superintendent's comment that high school students have a much wider range of needs and interests than younger children do.

There is another side to this question, however, and the proponents of a single salary schedule based only on professional preparation and experience have some reasons to offer. "Size of children should have no bearing on size of salary for the principal," reads one superintendent's comment. Another superintendent suggests that if the work of the high school principal is so much harder than that of the elementary principal the answer is in terms of an increased staff and delegation of responsibility rather than a wide differential in salary. There is another warning given that when the size of salary is closely tied to the size of school the practice likely to develop is that of moving every principal up one notch whenever a vacancy occurs in a larger school.

In evaluating the responses of superintendents to this question, it should be noted that, according to the recent A.A.S.A. study on the superintendency, 74 per cent of today's superintendents have at some time served as high school principals, while only 34 per cent have held similar positions in elementary schools.

In summary, the results of this poll indicate that a large number of superintendents consider the job of secondary school principal to be a more complex one than that of administering the elementary school. Salary preference follows this differentiation.

SCHOOL OPINION POLL

1. Should the size of the school be a factor in determining a salary schedule for principals?

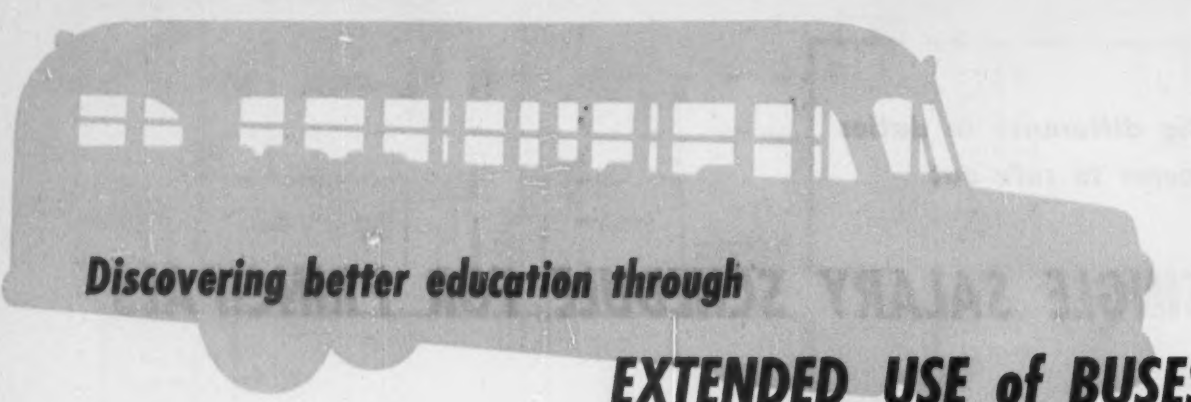
Yes88%

No12%

2. If all other factors are equal, should elementary and secondary principals receive the same salary?

Yes73%

No27%



Discovering better education through

EXTENDED USE of BUSES


ROBERT M. ISENBERG

Assistant Director, Division of Rural Service
National Education Association
Washington, D.C.

ALTHOUGH possibly not so dramatic or so immediately pressing as such problems as the mobility of the school population, the construction of new school buildings, or obtaining competent teachers from among the too few available, one of the more chronic and perplexing problems of school administration has been the organization and administration of a program of pupil transportation.

The transportation of pupils has grown into a huge business in a relatively short space of time, and it is still growing. Whether measured in terms of the number of pupils served, the number of persons engaged in providing this service, or the number of dollars spent each year in providing it, transportation today represents one of the major aspects of this country's total educational program. The significance of the fact that more than one out of every four pupils attending our public schools is transported by school bus is generally not recognized.

Most school administrators have little opportunity to view the total of this tremendous operation, as they must necessarily be concerned with the problems of their own program. Regardless of the size of the school district or the number of buses and pupils involved, there are many things that



Rural children now can have the advantages of a modern school.

The NATION'S SCHOOLS

1. Instructional trips to make education a living process.
2. For safety, supervision and special group activities.
3. To serve the orientation program for new teachers.
4. To build better relationships between the school and citizens' groups.
5. To serve summer camps and programs.

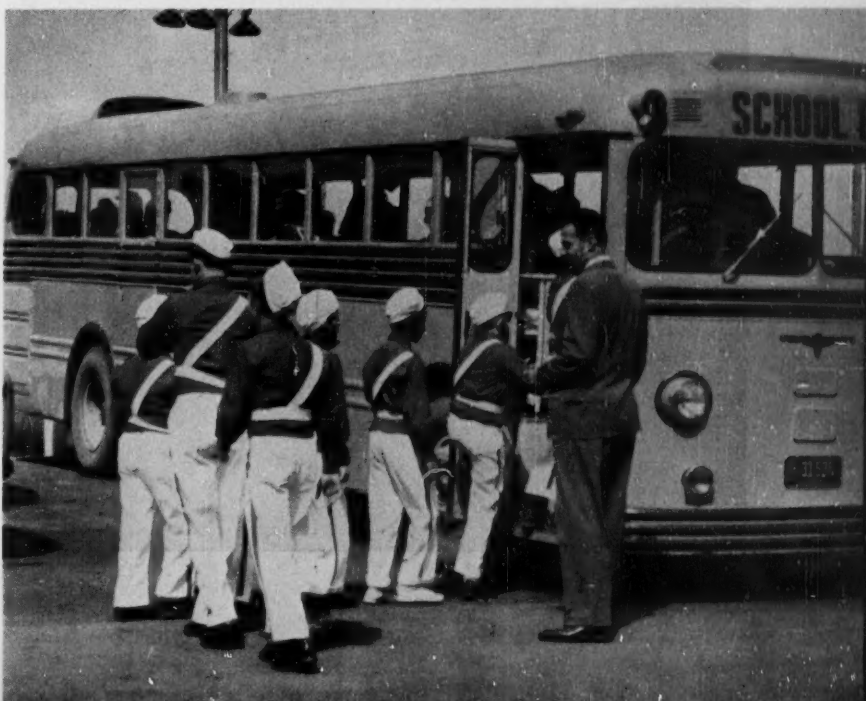
need to be done. Vehicles must be purchased and maintained, routes planned, and the costs of the program accounted for. Drivers must be employed, trained and supervised. Children, teachers and parents must be made aware of their responsibilities. There are uncertainties and misunderstandings, particularly about insurance and liability. The school administrator finds himself caught in a complex of responsibilities, often very technical, for which his background of experience and education all too often leaves him unprepared. It is sometimes difficult for him, his board of education, and the public to see the relationship between transporting pupils and the purposes for which schools have been established.

Pupil transportation was not designed primarily as a convenience to children who live beyond a reasonable walking distance from school. The basic philosophy that gave rise to its creation and development and that undergirds the present program with its network of bus routes and fleets of school buses is far more than comfort and convenience. The primary objective is and has been to give all children and youths regardless of where they live an opportunity to have the services of a good school. It is important that everyone who is concerned with the transportation service—pupils, parents, teachers, administrators and bus drivers—understand this purpose.

Within the space of a few years pupil transportation has made new opportunities available for large numbers of children. One of the most important developments in rural education, the reorganization of school districts and the consolidation of schools, de-



Above: In some areas children are taken to summer playgrounds by buses.
Below: Safety patrol boys go off to a meeting to learn more about their job.



pende to a large extent upon the provision of transportation for pupils. Reorganizations and consolidations have made possible an expanded curriculum and the better utilization of school money, school buildings, and school personnel. The advantages of a modern school have been brought to many children living in small communities and isolated rural areas. But the contributions of the pupil transportation service have been more. It has brought to nearly every rural child the opportunity to get a high school education. It has increased the safety of travel to and from school, protected health and improved school attendance. It has greatly increased the opportunity for handicapped children to attend school.

In addition to the many educational advantages resulting from transporting children between home and school, the school bus provides an unusually adaptable means for increasing the effectiveness of the present school program and for extending it to groups that are not now served. Reports from almost every part of the country indicate that many school systems are dis-

covering better education through the extended use of buses.

In Celina, Ohio, school buses have been made available for class use at any time during the year. Groups of school children, together with their teachers, have discovered that visiting local business establishments and factories, farms, courts and water, electric and sanitation plants can provide opportunities for real learning. From the schools in Fairfield, Iowa; DeSoto Parish, Louisiana; Monongalia County, West Virginia; Pulaski County, Indiana; Dansville, N. Y.; Baldwin, Kan., and in a host of other towns and counties come similar reports of how school buses have been used to improve the instructional program.

First grade pupils visited an orchard and a dairy in connection with a farm study project. A social studies class was given an opportunity to see many of the processes in refining oil. A group of boys studying agriculture traveled by school bus to learn about and to assist with a project of contouring, terrace building, and strip farm. Pupil groups have visited packing plants, museums, fish hatcheries,

fire houses, radio stations, steel plants, and almost every kind of organization where knowledge and understanding await those who wish to find them.

Some of the smaller schools that do not have ready access to buses or do not regularly transport pupils to school have rented or contracted for buses in order to make some of the advantages of instructional trips available for their pupils. When a number of the common schools in Wadena County, Minnesota, got together to contract for the use of buses owned by a neighboring school district, they discovered that it would be necessary for them to schedule their trip on a Saturday as on any other day, and the trip was no less profitable than if it had been made during the school week.

It has been said that education and living are both at their best when they are put together. When related to classroom work, instructional trips are particularly meaningful and have enriched the curriculum by providing pupils with experiences that make education a living and active process. The plans and preparations are usually made by a number of student committees that arrange for transportation, contacting the proper officials, organize a time schedule for the trip, consider proper conduct, and write follow-up letters and an evaluation of the trip. These are equally important learning activities. Almost without exception, and regardless of the heterogeneity of the class group, attitudes, skills and understandings are grasped with an eagerness that cannot be motivated by classroom hypotheses.

Aside from those trips that are directly related to classroom work, buses are widely used by the various special interest groups, clubs and other school activity groups that are a part of the educational program but that are usually considered as apart from the academic subject areas. For band, chorus and other kinds of interscholastic competition school buses have come to be almost essential. Career Days, art shows, dramatic group presentations, and the activities of the student council, F.F.A., journalism and radio clubs,



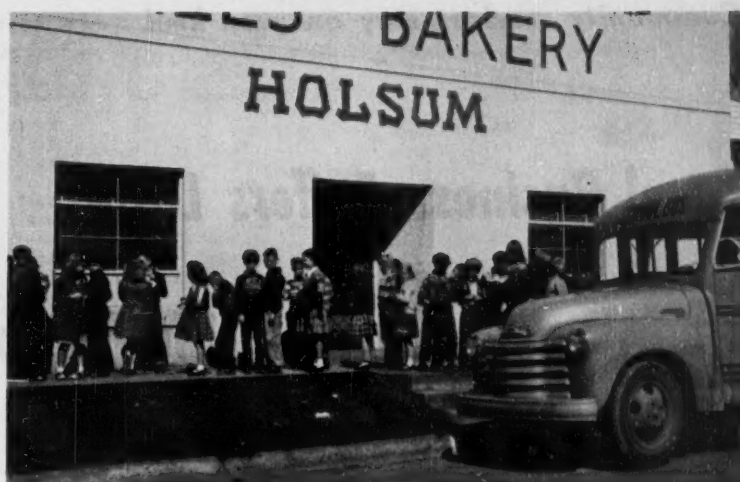
Consolidated schools have playgrounds and other facilities similar to those of city schools.

and an extended list of organized groups have all been greatly enhanced by the availability of transportation equipment. In some schools, as in the central school at Hyde Park, N. Y., "night runs" have been established, making it possible for every pupil to attend special evening functions at the school. Providing transportation in this manner extends the benefits of these activities to more pupils. It is also generally recognized that school buses provide for greater safety and permit more adequate supervision than the use of numerous passenger cars, the usual alternative, does.

In Iron County, Utah, school bus transportation has contributed greatly to the success of the orientation program for new teachers. Working together, the local teachers association, the administrators, and the board of education organized a program for introducing new teachers to the school system and the environment in which they were going to teach. Not only was this a social success for new and old teachers alike, but the curriculum possibilities of the community were more clearly identified.

School buses have also been used effectively for transporting parent and citizen groups. Better relationships between the school and the public have resulted from bringing parents to school by bus for an "open house" in Brocton, Mont. Instead of having only the conventional report card, the schools of Box Elder County, Utah, invite parents to come to school on the school buses one or more times during the year to discuss with teachers the problems and successes of their children.

In some schools the program has been extended to include activities during the summer months. The consolidated school at Normandy, Mo., sponsored a six-week camp program in which buses were used not only to transport children to and from the camp but also for excursions to various points of interest. School buses are used in Wheatland, Wyo., so that all children may participate in a program of organized recreation and supervised swimming. An eight-week summer school at one of the schools in DeSoto Parish, Louisiana, included activities for preschool children, remedial work for upper and lower elementary grades, and instruction in mathematics, science, commerce, home economics, agriculture and music, as well as a variety of recreational activities. School



Instructional trips can enrich the curriculum by providing experiences that make education a living, active process.



buses were operated in order to give all children an opportunity to participate in the program.

The school bus, like a chalkboard, a motion-picture projector, or a classroom, is an educational tool. It is as well designed and constructed for safety and utility as engineering can make it. But, like other educational tools, it is impersonal, and the manner in and the purposes for which it is used depend not upon the tool itself but upon those who put it to use. Whether the school bus makes its potential contribution to the educational program is determined by the philosophy and directives of the state education departments, the policies of local boards of education, and the ability of administrators and teachers to use it effectively.

A school bus is an expensive machine designed for transporting school children. Parked in the school yard or in the bus garage, it is unable to contribute much to the educational program. Many of its possibilities have

not as yet been explored. It is well known that obsolescence and the general deterioration of age rather than the accumulation of miles determine the life of a school bus. When idle, it is a machine completely unproductive—wearing out by standing still.

The development of pupil transportation from the days of the spring wagon and team to the yellow school bus of today represents tremendous technical accomplishment. It also represents the great effort people of this country have been willing to expend to make opportunities available for children. As these pupil transportation programs continue to grow, as they are made even more effective through the vision and enlightened leadership of state education departments and school administrators, and as the people of each community become increasingly aware of the potentialities of the school bus, the years ahead will see even greater strides toward the improvement of educational opportunity for all children.

Local Business Suffers Little

From High School Consolidation

R. H. CHITWOOD

Principal, Johnson Creek School
Johnson Creek, Wis.

AN EXPRESSION often heard in small Wisconsin communities during recent years goes something like this:

"If we lose our high school in this town we will lose everything we have."

These words, usually spoken by businessmen, cannot be interpreted to mean anything but a fear of loss of business. No doubt the citizens of other states in which school reorganization is in progress are familiar with this expression.

Hundreds of people in the villages of the United States will defend a statement of this kind. Few of their statements, however, can be backed up with any degree of evidence. This I discovered when I interviewed 27 businessmen in nine Wisconsin villages that have lost their high schools. The interviews showed clearly that business losses were not nearly so serious as had been anticipated. Most of those interviewed were quick to suggest a new area in which losses occurred. They were worried about the social loss to the community. In some cases the people were compensating for their losses by the organization of new activities. In others the community showed no progress in this respect.

Nineteen high schools have been closed in Wisconsin during the last decade. Nine of these were selected for analysis. Nine matching communities which still had their high schools

also were selected. These communities were in the same geographical areas, so that for every village studied that had lost its high school another near-by community was studied that had a high school still in operation.

Interviews were conducted in each village with business people who were selected on the basis of a single criterion—they had been in business long enough to recall all the businesses that had operated as far back as 1930.

Each person was asked the same question: Do you feel that closing of

the local high school has hurt business in your town?

Table 1 shows the various types of businesses represented by the 27 persons interviewed. The group is quite representative of businesses in small Wisconsin villages. The large number of hardware dealers listed and the absence of a cafe operator from the list indicate the extremes in types of businesses insofar as length of management by a single operator is concerned. Cafes tend to change hands oftenest, while hardware stores change hands least often.

If the person interviewed hesitated to give a Yes or No answer immediately, he was encouraged to do so and to withhold qualifying statements until later in the interview. As will be noted in Table 1, a majority expressed an opinion that business had not been hurt.

No difficulty was experienced in getting answers to the question. Report was established during the time used in going over a check list of the types of services commonly found in communities of less than 1000 population. These services were grouped under the headings of general trade, service trade, professional services, public education services, recreational services, and social or fraternal services. Those interviewed were asked how many of these various services existed at four specific times—1930, 1940, 1950 and during the last year

Table 1—Business Interview
Tabulation

(Do you feel that closing of the local high school has hurt business in your town?)

TYPE OF BUSINESS	NO. INTER- VIEWED	YES	NO
Banker.....	2	1	1
Hardware dealer.....	5	3	2
Grocer.....	3	1	2
Implement dealer.....	4	0	4
Appliance dealer.....	2	1	1
General store operator..	3	1	2
Garageman.....	2	2	0
Insurance agent.....	1	1	0
Locker plant operator...	1	0	1
Undertaker.....	1	1	0
Druggist.....	1	0	1
Postmaster.....	1	0	1
Retired businessman....	1	1	0
Total.....	27	12	15

Table 2—Total Services Offered With High Schools No Longer Operating

COMMUNITY	1930	1940	LAST YEAR SCHOOL OPERATED	1950
A.....	51	49	50 (1946)	49
B.....	31	31	33 (1947)	35
C.....	46	40	39 (1947)	36
D.....	46	52	49 (1948)	47
E.....	34	32	33 (1947)	34
F.....	41	39	39 (1949)	39
G.....	46	49	49 (1949)	50
H.....	43	47	47 (1948)	47
.....	25	24	23 (1943)	27
Average.....	40.3	40.3	40.2	40.4

Table 3—Total Services Offered With High Schools Still Operating

COMMUNITY	1930	1940	1950
AA.....	34	33	33
BB.....	46	47	47
CC.....	35	31	49
DD.....	32	35	39
EE.....	42	48	47
FF.....	35	34	35
GG.....	38	42	45
HH.....	34	37	45
II.....	41	47	46
Average.....	37.4	39.3	42.8

in which the high school was in operation.

A similar survey was made in the nine communities in which the high schools were still in operation. Table 2 and Table 3 show the total number of services available in each of the villages studied. Since the high schools of the communities reported in Table 3 are still in operation, the service analysis covers the years 1930, 1940 and 1950.

A reorganization of the information gained makes it possible to show the service areas in which gains or losses are made. Table 4 shows the average number of a given type of service available for each village of the two groups at the specific time intervals used in Table 2 and Table 3. These statistics for the communities which have lost their high schools and for those with operating high schools show certain tendencies.

While the number of services offered, as indicated in Tables 2, 3 and 4, does not give a measure of business volume, it can be considered as the most indicative instrument for ap-

praising business enterprise in the small rural community.

It has been found that certain influences, *i.e.* changing values of natural resources, increased business potential offered by increasing use of main highways through some villages, and discontinuation of railroad operation, have all been factors affecting business conditions in these various communities.

The key tendencies in the statistics can be listed as follows:

1. Table 2 shows that the average number of services in the communities where high schools no longer operate has remained almost constant during the last 20 years. The only increase was that of 0.2 of a service which came after the high schools closed. This is significant since the loss of the high school would have meant a net loss of one service had it not been for a gain of 1.2 in other areas.

2. It can be noted in Table 4 that the average total number of services in the Group 2 villages showed a gain of 5.46 services over the 20 year period.

3. The number of professional services, while small in villages of this

size, showed a loss in both groups of villages.

4. General trade services made the best gains in both groups of villages.

5. A greater number of social and fraternal groups existed at all times in villages of Group 2, where the high schools are still in operation.

In appraising the data we see that villages that no longer operate local high schools have not lost business but have gained. Most local businessmen who had claimed that business had been hurt usually revealed later in the interviews that business losses were probably insignificant but that a considerable loss was felt in social contact which the school had provided.

The evidence gathered does not prove that the business districts and the schools are independent of each other. It does, however, seem to indicate that neither can depend to any appreciable extent upon the other for its survival. Both must progress by their own endeavor. The school can do little for the business district if the business potential is declining or businessmen neglect their responsibilities.

Table 4—Average Number of Services Offered per Village for Two Groups of Villages

Group I—Nine villages with high schools no longer operating. Group II—Nine villages with high schools still in operation.

		GENERAL TRADE	SERVICE TRADE	PROFES- SIONAL	RELIGIOUS	PUBLIC EDUCATION	RECRE- ATIONAL	SOCIAL- FRATERNAL	TOTALS
1930	Group I.....	16.77	12.22	1.55	2.44	1.88	2.00	3.44	40.30
	Group II.....	14.67	9.55	1.67	2.89	2.00	2.78	3.89	37.45
1940	Group I.....	18.77	11.11	1.22	2.44	1.88	1.66	3.22	40.30
	Group II.....	16.78	9.78	1.55	2.78	2.00	2.33	4.11	39.33
1950	Group I.....	19.88	11.11	1.00	2.44	1.00	1.77	3.22	40.42
	Group II.....	18.77	11.55	1.00	2.88	2.00	2.55	4.11	42.86
	Last year high school operated (Group I)....	19.22	10.66	1.00	2.44	2.00	1.66	3.22	40.20

Comparisons of Groups I and II show community services are not primarily dependent upon presence of a high school.

CHALK DUST



THE NEW TEACHER

AS I MEET the year of work which lies ahead, what can I best do to carry forward the dreams and plans of those who believe with me that education is the greatest strength and resource of a free people?

I shall teach competency. Through the basic skills, I shall try to give my children the tools with which they may hew out a path so clear that they will not stumble or fall.

I shall teach truth, for I believe that only in the understanding of truth can man hold fast his dignity and his freedom.

I shall teach friendship, which is understanding and security and fair play and loyalty and honor—for these are the binding substances of a free world.

And I shall try to bring to each child the vision of freedom, the glory of democracy, and the joy of our abiding faith.

In all my work, I shall never feel lonesome or alone for I am part of a goodly company of teachers and children and homes and many folk who stand close beside me.

PRACTICAL PROJECTS FOR PRINCIPALS

The Dog Days Project

NO SCHOOL ADMINISTRATOR in the world is more devoted to modern educational methods than I am, but there are a few discouraging times when I almost wish that John Dewey had thought twice before he even invented what is euphemistically referred to as the Project Method.

Such a low moment came to me in connection with "Be Kind to Animals Week," one of the lesser festivals which our school sandwiches in between other more pressing patriotic observances. In accord with my usual custom at the approach of all our Important Weeks, I gathered together my teachers. I told them that inasmuch as the Humane Society was peeved at me for trying to eliminate the bats in the school belfry, I wanted the faculty to come up with a new and dynamic approach to the B.K.T.A. hassle to show our humane intentions.

They forthwith did, and a day, O woe, was set aside in which the children could officially bring their dogs to school and allow them to participate in the curriculum. In many ways the day was a howling success in which dogs and children mingled with teachers, tangled with janitors, and snuggled up to nonexistent hydrants! One untoward event occurred when Little Putrid produced an alley cat as her contribution. The cat did not add appreciably to the calm and peaceful atmosphere which ordinarily obtains in our classrooms here in Sugartown. It is unfortunate, too, that on the afternoon of Dog Day, accompanied by a corps of news

photographers, I chose to visit the dog project at first hand. It was evident that I was persona non grata, caninically speaking, for many of the pups I had expelled from the school at some time or other. These revengeful canines expressed resentment at my presence, and I was forced to leave hurriedly, with some loss of dignity, aplomb and garments!

An overview of the project betrayed certain other weaknesses. It appears that some of the mutts had not been sufficiently indoctrinated in our brotherly love program and insisted on renewing community feuds that were better left quiescent.

Other projects suffered in some degree, too. The Guppy Project was tipped over to a watery grave; the Store Project was largely consumed, and the resources of the Mineral Project were used as weapons indiscriminately between children and their doggie friends. However, this may have been all to the good because our projects have expanded to the point where the children can no longer find living space in the classroom.

The only participants who were disappointed in the whole thing were the dogs. They failed to understand that they have had their day—and now they insist on gathering in force on the playground every morning. Judging from their antisocial attitude, they are plotting mischief, and I suspect, as usual, I shall be the goat!

SEPTEMBER

In the window of Smith's drugstore brand new books are on display—pens and pencils, tablets, notebooks everywhere. While down the street at Wal-rath's there's a staggering array of dresses, shirts and other things to wear. There are piles of shoes at Benny's to intrigue the passer-by, while shiny lunch kits fill Al Fraser's store and the gadgetries of learning are multiplied sky high as they jam the five-and-ten from door to door.

A bustle and a bustle seem to hover every place, while invisible excitement starts to spread. There's a burry and a flurry and a quickening of pace which point to new adventures just ahead. Little portents of importance sing through the autumn air as if to mark some special gala day as the highways and the byways fill with children everywhere—young America once more is on the way.

What means this restless onrush, this sudden surge of youth? What might these strange excitements signify? It is somewhat difficult to put in simple words the truth or easily explain the reasons why. It's a sort of sign and symbol of a prayer, a dream, a hope. It's a shout of triumph, it's a flag unfurled. It's a way of life, a vision, a great kaleidoscope of a glory which can save the whole wide world.



Predicts public reaction to SCHOOL BUILDING AUTHORITIES

LEE O. GARBER

Associate Professor of Education
University of Pennsylvania

RECENTLY the nature of "school building authorities" was considered in this magazine.¹ The article was mainly concerned with a Pennsylvania supreme court decision that a law providing for the creation of a state school building authority was constitutional. In addition, that article attempted to point out the implications of this decision and noted at least one public reaction toward the creation of authorities. This decision, made in 1949, appears to have been decisive of the matter in Pennsylvania. But it might be well, because of the increasing interest in the creation of "authorities" as a means for financing school building construction, to delve somewhat more deeply into the various aspects of the problem.

Other states besides Pennsylvania have enacted legislation providing for authorities. In Kentucky a statute provides that the fiscal court may erect a school building or buildings and lease them to the county board of education. In so doing, the fiscal court obtains its funds through the issuance of bonds to be paid out of the rentals received from the board. This statute provides that the board shall agree to lease a building for one year but that it shall have the right to extend the lease from year to year. In at least two cases, recently decided, the court of appeals has interpreted this law.² In the first of these cases it ruled that the lease agreement bound the district for only one year and did not create an indebtedness beyond that time. At the end of each year it might renew the lease if it saw fit. Whether or not it did so

was held to be no affair of the court's but was a risk assumed by the bondholders who "cannot rely upon the credit of the board of education or of the county itself. They must rely upon the good faith and the assumption of favorable action because of the necessities of the situation as it develops, plus the lien on the property and other remedies."

DECLARED CONSTITUTIONAL

Georgia also has a statute, somewhat similar to the Pennsylvania law, providing for the creation of a state school building authority. This law has recently been declared constitutional by the courts.³ It was held that the lease agreement between a school district and the authority did not create a debt such as was prohibited by the constitution. Likewise, it held that the law which specifically exempted the property of the authority from taxation was not unconstitutional. It pointed out that property so exempted must be classified either as "public property" or as "institutions purely of public charity" and ruled that because "the authority is not the state or a part of the state or an agency of the state" its property is not public property as contemplated in the constitution but that such property is devoted exclusively to public charity and is, on that ground, exempt from taxation.

Again, Indiana has a law, similar to those in the other states considered, providing for the creation of building corporations or authorities. Recently the supreme court of Indiana was asked to rule on the question of whether a lease contract between a school district and a school building corporation was void because it cre-

ated an indebtedness in excess of the constitutional debt limit.⁴

The court held that the lease contract was not void, that it did not create an indebtedness in excess of the debt limit. It reviewed previous cases in which it had been held that a municipal corporation may lawfully contract for necessary services over a period of years and pay on the installment plan as the services are rendered and that the aggregate amount of the contract is then not to be considered as an indebtedness. To the contention that the building corporation was merely a "dummy" corporation, the court replied that an examination of the transactions did not lead to the conclusion that the district became indebted in excess of the constitutional debt limit, that the provision which would permit the district, at its option, to become the owner of the property by paying a reasonable sum did not change the lease agreement into a contract to purchase nor did it increase the indebtedness.

It will be noted that this decision is in line with those of other courts in other states which have declared lease agreements to be legal and so is not of particular interest in this connection. There is one thing about this decision that appears to be particularly significant, however. That is the vigorous dissenting opinion given by Judge Gilkison. In his dissenting opinion one sees the arguments on the other side of the question more clearly, probably, than in any of the other decisions. After all, these should be considered because the minority opinion today might well become the majority opinion tomorrow. In this

⁴Protsman v. Jefferson-Craig Consolidated School Corporation, 109 N. E. (2d) 889 (Ind.).

¹August issue, p. 67.

²Carter v. Taylor, 231 S. W. (2d) 601 (Ky.); and Board of Education of Fayette County v. Board of Education of Lexington Independent School District, 250 S. W. (2d) 1017 (Ky.).

³Sheffield v. State School Building Authority, 68 S. E. (2d) 590, 208 Ga. 575.



Chicago Board of Education photo

In some states school building authorities have been created to build schools and lease them to districts too poor to build their own. The constitutionality of such authorities still is being questioned.

minority or dissenting opinion one perhaps may see a reflection of public reaction toward the use of authorities by government today. Therefore, Judge Gilkison's opinion will be considered in some detail.

This dissent was, largely, on the ground that the majority failed to pass on the constitutionality of the law but confined itself only to the validity of the "so-called lease." The constitution forbade any political or municipal corporation from becoming indebted in excess of 2 per cent of the value of its taxable property and provided that all bonds or obligations in excess of such an amount were void. In this case the valuation was stated to be \$1,815,366, and the cost of the building and land was \$280,000—15.4 per cent of the valuation. Commenting on the implications of these facts, Judge Gilkison said:

"It was asserted in argument that the state legislature [by this law] . . . has found a way to create an indebtedness . . . more than seven times greater than that permitted by the constitution. . . . If that end may be accomplished in this instance by the method attempted the way is wide open for its accomplishment in all instances, even to the point of complete insolvency of political and municipal corporations of the state."

He then pointed out that the meaning of the law in question was that it was applicable only to those municipal corporations whose total taxable wealth was so low that they could not provide the buildings needed under the constitutional limitation. He then argued that this aspect of the law "is notice given by the legislature that the sole purpose of the law is to evade the constitution." In other words, he argued that, as a result of this law, the poorer districts were removed from the protection of the constitution but the wealthier ones were not and commented as follows:

"This court cannot be blinded by the attempted legerdemain contained in the involved statute as noted herein, we cannot allow ourselves to become entangled in a confused web of a dummy private corporation leasing property in which it has no semblance of interest, and, from that, arbitrarily say that only a lease contract is involved."

He then raised this question: "May the legislature authorize the creation of a private corporation and endow it with coordinate power to perform the acts of sovereignty and the governmental duties allotted by the constitution and laws to the trustees and advisory boards of townships, in the matter of erecting school buildings?"

This he answered in the negative. He pointed out that it was a general rule, without exceptions, that duties which the law expects and requires county and township officers to perform cannot be delegated to third parties without official standing and any actions taken by such persons are *ultra vires* and void.

SIMPLE QUESTION

Finally in considering the question of "need," Judge Gilkison had the following to say:

"This argument poses a simple question. That question is: Shall our state constitution be supported and sustained, or shall we have the school buildings? Certainly we cannot immediately have both. The legislature in substance voted to abandon the constitutional prohibition and to have the schools. Thus the respected state officials noted have paid the heavy penalty demanded by the peculiar principle called 'expediency.' The question posed for us by this appeal if we consider the statute is: Shall we likewise be governed in our decision by the same principle?"

While our courts have almost, if not completely, without exception ruled laws creating school building authorities constitutional, those interested in advocating the establishment of them should give considerable thought to Judge Gilkison's dissenting opinion. He is certainly in a decided minority. Are his arguments sound? Can it be denied that the creation of an authority is, in the last analysis, a mere expediency? If so, is its creation a move in the wrong direction? Is the legislature, in voting to create an authority or authorities voting to abandon the constitution? Is it, in reality, setting the will of the people, as expressed in their fundamental law, aside? Judge Gilkison appears to believe so. If this is the case, then the final question is: What are the implications of legislation providing for the creation of these authorities for our democratic form of government?

Again, let it be said courts have given their approval to the acts of our legislatures in creating building authorities. Whether this is the correct and final answer to the question of how to provide financial assistance for needy districts remains to be seen. In the meantime, much thought must be given this problem. It is possible that the proper solution has not yet been found.

ACTION RESEARCH TO IMPROVE SCHOOL PRACTICES. By Stephen M. Corey, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. New York: Bureau of Publications, Teachers College, Columbia University, 1953. \$3. Pp. 161.

THE action research idea is a product of two aspirations of at least part of the educational profession: (1) The 20th century desire to base decision upon verifiable "scientific" evidence, and (2) the desire to induce more and more decision-making of a type that will make for better education. In discussing Professor Corey's book, I use the expression "action research idea" because his emphasis is upon the point of view rather than upon specific technic.

Action research is hardly a method or a technic. It differs from other research largely in who does the research, not in how it is done. Action research, as defined by Dr. Corey, is a process undertaken by practitioners—not the professional educational researcher, but teachers, supervisors and administrators who make the decisions and engage in the actions—in order that they may improve their practices.

The Corey formula for action research involves the steps of: (1) problem definition, (2) hypothesizing, (3) designing the test, (4) obtaining evidence, and (5) generalizing. In my opinion the chief contribution of the book is the concrete examples describing how this problem-solving (*i.e.* research) approach has actually been used. Examples include the problems of selecting teachers for curriculum committees, increasing the effectiveness of teacher planning meetings, determining content of courses in American history, and evaluating a graduate seminar.

SOME LIMITATIONS

The action research idea has limitations, some of which have been taken into consideration by Dr. Corey. One of these is the old problem of "statistical inference," or how to generalize from a single observation or experiment. Another has to do with "experimental design." Without some of the "controlling of factors" possible in more formal research, how does one know how much better, if at all, the observed experimental method is than some other method or methods? How does one know that the changes ob-

Action research for

IMPROVED SCHOOL PRACTICES

Book Review by FRANCIS G. CORNELL

Professor of Education, University of Illinois

served are really attributable to the method and not certain other extraneous factors, such as the enthusiasm of the teacher or the subjects? This is another way of saying that some types of research in the totality of all the variables in a real situation might actually require a technical expertness not possessed by most practitioners.

There is, thus, no magic, no panacea, in the action research idea. It is hoped that those who read this valuable little book will not look upon it as such. There are a multitude of factors involved in getting people to solve their problems intelligently, and problems of providing effective educational programs are not all simple. Nevertheless, as Dr. Corey points out, a few simple technics and a few simple "ways of behaving" may go far in producing more sensible decisions in school systems.

DIFFUSION OF IDEAS

The publication is based upon articles dealing with the work of the Horace Mann-Lincoln Institute of School Experimentation, which appeared previously in professional journals. Consolidating the experience of Dr. Corey and his colleagues into a single volume will greatly enhance the diffusion of the ideas this group has developed on how to improve education.

A major function of educational administration is the improvement of school practices. Administrative literature is accumulating, on the verbal front, a language of action. The administrator is continuously bombarded with such semantic symbols as "adaptability," "cooperative study," "group process" to remind him that his job is a dynamic one and that true leadership does not consist simply of maintaining the status quo. Indeed there are many factors, such as those dealing with financial support, the training of teachers, and lay opinion, or community attitudes, which determine

in no small degree, what action, what improvement may be possible in a local school system. However, in the autonomous American system we may expect genuine advances to be made only through the active participation of professional people at the local level working with whatever conditions may exist.

GREAT LAG

As Dr. Corey points out, there is a great lag between the findings of professional research and school practice. This gap can be closed, in the final analysis, only by some form of "bootstrap" program originating in the nervous systems of those persons who themselves must do the acting. We are becoming more and more aware of the necessity of cooperative, widespread participation in the making of decisions about our schools. Probably no profession is more "group minded" or "socially oriented" than the educational profession. The danger of this movement is that we may operate "democratically," we may provide a maximum of participation of teachers and others, and we may "share experience" as professional persons through "group activity" in a variety of ways that may actually do the school program more harm than good or may achieve nothing more than a greater degree of social interaction between teacher and teacher and teacher and administrator.

Certainly a guiding principle, such as that of "problem-solving," "research," "let's check to see what things make sense," or whatever one wishes to call it, is a sound and hopeful—if not an essential—ingredient to programs of cooperative action if they are to have functioning utility.

The publication under review will be useful if it only encourages practitioners to do something about their problems and gives them a point of view that would make for success.

THE ADMINISTRATION OF PUBLIC EDUCATION

Book Review by **W. W. THEISEN**
Assistant Superintendent, Milwaukee Public Schools

THE ADMINISTRATION OF PUBLIC EDUCATION. By John T. Wahlquist, William E. Arnold, Roald F. Campbell, Theodore L. Reller, and Lester B. Sands. New York: The Ronald Press Company, 1952. \$6. Pp. 611.

RECOGNIZING the complexities of present-day school administration, each of the authors of this book, under the leadership of President John T. Wahlquist of San Jose State College, has written about the areas of his special competence. As a result, the book is more comprehensive in scope and has been written with much greater expertness of treatment than could have been expected if it had been the work of a single author.

The keynote is sounded in the opening chapter, "The Role of the Educational Administrator." In it is presented an admirable statement of the tremendous responsibilities faced by the administrator of public education in America today. "... The key person in American democracy is neither the businessman nor the politician. It is the public school administrator who, in the long run, shapes the communities, the states, and the nation. Few persons in any community are potentially more influential than the local superintendent of schools, the local high school principal, or the local elementary school supervisor. These are the men and women who determine what takes place in the schoolroom from day to day. ... The superintendent of public schools is of necessity the focal point of community conflict and group pressures. At times, his job seems like a superhuman assignment."

A careful distinction is drawn be-

tween school administration and educational administration. "The former is more or less a static term, restricting education to buildings and established institutions, whereas the latter is not only a broader term but a more dynamic one, shifting the emphasis from the institution to the child. ... The new concept of administration is concerned with guiding and directing pupil growth. ... Without disregarding the importance of administrative devices and standardizing procedures, functional administration recognizes the primacy of the learning process. ... Child welfare is the final determinant in a well administered 'educational' system."

HIGHER STANDARDS

Attention is directed to the present-day trend toward recognition of the importance of the citizen in determining the operation of the public schools. "Interested, informed citizens are as necessary to good school administration as good school boards, teachers and administrators." Studies reflecting the criticisms of educational adminis-

tration of the autocratic type and the trend in recent years toward more democratic administration are cited. Under the democratic concept of administration higher standards of educational leadership are necessary, for the job is among the most exacting in our society.

Three chapters dealing with the respective parts taken by the federal, state and local governments in education are included. In the review of the activities of the federal government, reference is made to recent decisions of the United States Supreme Court, indicating that the whole question of the power of the federal government over education, heretofore considered strictly a state function, is still not settled. The charge is made that federal programs are definitely "big business," and the prediction is ventured that the government will be involved in educational matters in the future to an even greater extent.

MINIMUM CONTROLS

The question is also raised of how far the states can go in the matter of educational controls without defeating their own purposes. It is suggested that the regulatory functions of the state be held to a minimum and that greater efforts be made to provide educational leadership through such activities as advisory service, planning, research, coordination and direct service to schools.

At the local level the authors hold that the pattern of organization is secondary to the educational program and that no organization will guarantee an adequate program. "The schools exist for the purpose of giving instruction. ... With the help of others, the administrator will determine the needs of a community and see that those needs are given expression in the educational program."

To be consistent with democratic principles, the authors insist that modification of the familiar line-and-staff organization is necessary. Under the democratic concept the administrator must possess many skills in conference and group discussion situations.

The book provides an excellent illustration of the growing tendency to place increasing emphasis upon the philosophy of educational administration. However, in expounding the possible merits of the democratic procedure as against the authoritarian type of administration, the authors say little about the precautions that may

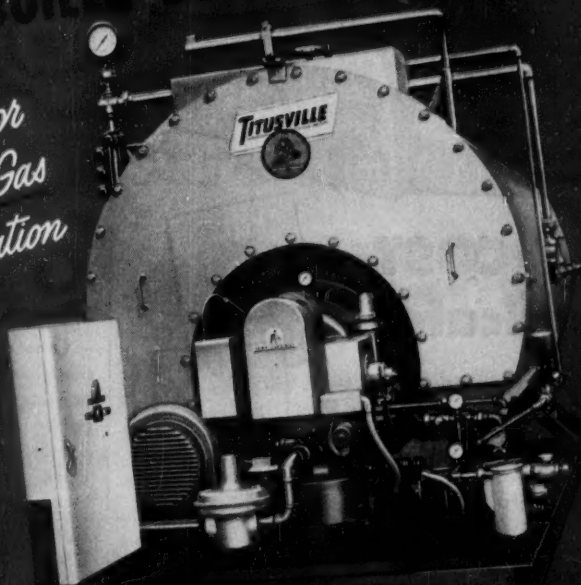


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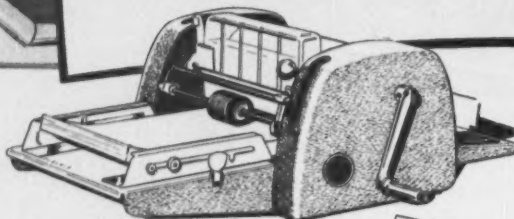
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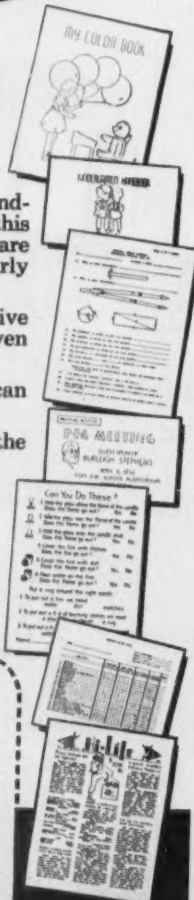
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The chapters on pupil and staff personnel, supervision, curriculum administration, special services, finance, business management, the school plant, and transportation offer much in the way of guidance that experienced administrators will accept as fundamentally sound and prospective administrators will find helpful. Wherever possible, factual data obtained through research have been presented in support of proposals made.

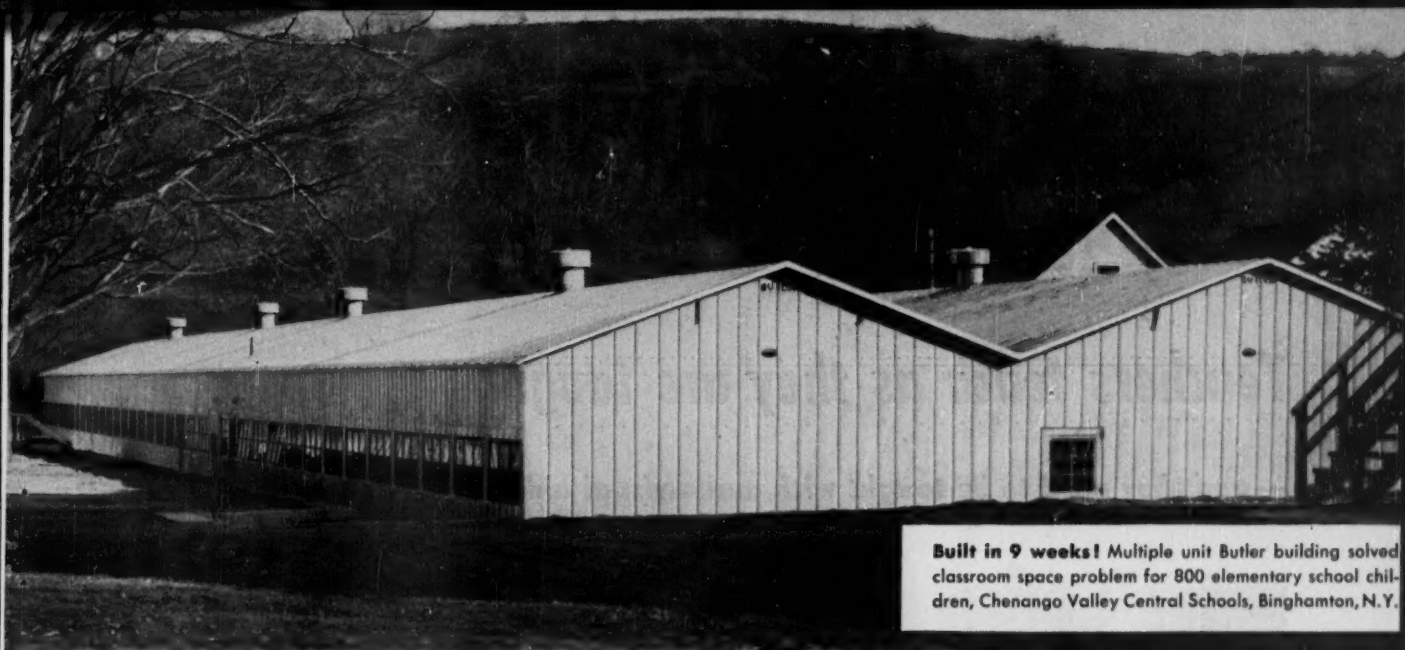
In the treatment of the subject of educational finance, a pertinent question is raised as to whether we can retain the traditional pattern of local control and at the same time provide adequate support through taxes that must inevitably be levied and collected by state and federal governments. This, the authors contend, is a major issue. The merits of different forms of taxation are treated briefly, with the inference to be drawn that the income tax is to be preferred over other forms of taxation. Its limitations under varying economic conditions and locational whims of large business concerns are not pointed out.

CONSTRUCTIVE SUGGESTIONS

Other chapters of the book offer many constructive suggestions for appraising the school program and for public relations. The book ends with a stimulating chapter on the challenge of educational administration. One unfortunate statement, that "there exists widespread dissatisfaction with the educational leadership in the country," is likely to have an adverse effect on public relations. Yet all administrators should welcome the candor with which this subject, as well as other administrative issues, is discussed.

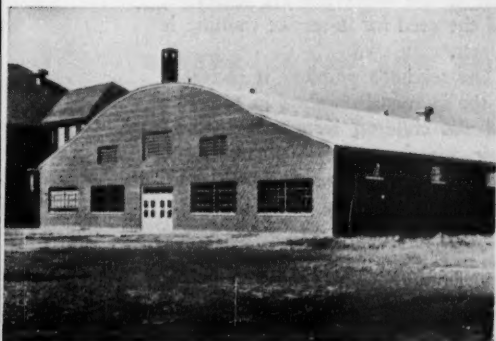
It is almost inevitable that a book of this scope should have minor weaknesses. The available data bearing upon problems of educational administration have become so voluminous that authors must necessarily be selective. In some instances this has resulted in omissions of material that would have been of assistance to many administrators.

Though the book is intended primarily as a text in school administration, school superintendents and others interested in educational administration will find it a desirable addition to their shelves of professional literature.



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Teachers teach as they are taught

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Above: Primary youngsters make a tape recording in South Bend's audio-visual center under the direction of a student teacher. The critic teacher is in the background. Below: A high school home economics teacher and three students work in the graphics laboratory in the center preparing materials used later in the production of a filmstrip.



GARRET R. WEATHERS

Director
Research and Audio-Visual Education
Public Schools, South Bend, Ind.

TEACHERS teach as they are taught and not as they are taught to teach. Many educators believe this old statement has much truth in it.

Deficiencies in the use of audio-visual instructional aids at the undergraduate level make the task of the beginning teacher harder. The obligations of the supervisor are increased, and the need for in-service training is greater.

The teacher's problem is increased by the increased numbers in his class, and the children are conditioned in their out-of-school hours by expertly produced radio programs packed with drama and emotion. They are influenced by beautiful movies with almost faultless technics for stimulating the imagination of the viewers. To this we have had added the influence of television in an increasing number of homes. A complete appraisal of its influence is not yet possible. However, one thing is certain. The boy who has viewed a well planned and dramatically presented science program on television the evening before is not properly conditioned to meet this assignment in the classroom: "Today's lesson is from page 59 to 67."

In "An Educational Platform for the Public Schools," developed and endorsed in 1952 by school superintendents of cities in the United States and Canada with populations of more than 200,000, the following statement is made relative to the changing backgrounds of the school children of the present generation:

H

ow to eliminate this teaching woe:

"Hear today ... gone tomorrow"



Most teachers and school administrators realize that retention is directly proportional to student interest. More than inherent intelligence is necessary to produce successful students. This raw material must be stimulated... made eager to participate. And the remarkable versatility of the Revere Tape Recorder does just that! In the classroom, music library, theatre arts, practically every teaching and administrative function, the Revere opens gateways of interest... gateways leading to far greater success for teachers.



REVERE "Balanced-Tone" tape recorder

The tone quality of professional broadcast equipment. Simplified, automatic keyboard operation. Exclusive index counter for instantly locating any part of recorded reel. Two full hours recording per 7" reel of erasable, reusable tape. May be used for public address system.

Model T-700 \$225.00

Model TR-800—Same as above with built-in radio..... 277.50

T-100—Standard, 1-hour play 169.50

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Revere TAPE RECORDER

REVERE 16mm Sound Projector

Provides "theatre-tone" with sharp picture projection! A-B-C simplicity of operation; light 33-pound portability. Incomparable Revere styling and durable construction. With speaker-carrying case and cord, take-up reel, 1600' reel extension arm, instructions—only \$325



"In recent decades, children and youth in large cities have been increasingly deprived of opportunities to participate in many activities outside of school that formerly educated directly for complete living in later life. They no longer work alongside their parents in providing food, clothing and shelter for the family. When children and youth participated more actively in family life and the family was a producing economic unit, valuable educational purposes were served by these activities. The children not only gained a practical background in many fundamentals but also learned much in biology, economics, sociology and occupations. The normal activities of children were then more closely in line with their later adult life. Today, children, particularly in large cities, miss much of this important firsthand experience contributing so greatly to their educational needs. The schools have some responsibility for helping to provide reasonable equivalents for it."

NO BETTER SUBSTITUTE

In providing "reasonable equivalents" for real experiences, is there any better substitute than the motion picture and television?

One assumption is reasonably safe. Few children today can be taught adequately with only a textbook. If this assumption is granted, is it safe to assume that beginning teachers will do an expert job of using the modern tools of teaching if they have never seen them used as a part of their instruction in the classrooms of the teacher training institutions they have attended? Beginning teachers don't think so. Following are typical replies to the question, "What additional experience at the undergraduate level do you now feel should have been provided for you?"

"The students should become acquainted with *all* visual aids during college so they'll not waste teaching time experimenting."

"My main criticism of undergraduate work was the use of straight lecture. Very few courses used any type of audio-visual aids."

"The use of audio-visual aids was described and discussed but actual use in classes themselves was very infrequent."

"I would have appreciated some experience with audio-visual aids other than motion pictures."

"Some motion pictures are used. That is all."

How can audio-visual materials and equipment be used most effectively by the great majority of teachers except through effective undergraduate training or, lacking that, through effective in-service training and adequate supervision? Facilities for in-service training and adequate supervision are lacking in many situations. Therefore, it is my premise that unless teachers have at least some contact with audio-visual materials in their preservice training, the majority will never develop the skills and understanding that are necessary attributes of the effective teacher of today.

There are many indications that our teacher training instruction has not kept pace with progress in the development and use of instructional materials originating from the radio, the movies, and television.

Film World recently reported the results of an informal questionnaire sent to members of the audio-visual coordinators association of Oklahoma asking for opinions relative to audio-visual requirements for certification. The report states: "Nearly all of the replies emphasized the need for increased utilization by college teachers."

The situation was clearly revealed in a recent statement by a beginning teacher in speaking of her undergraduate instruction, "They tell us how to use audio-visual materials, but they don't use them." Another stated, "I had never seen a filmstrip until I came to elementary school. I find filmstrips very useful." (This teacher was graduated in 1951 from an institution devoted exclusively to the training of teachers and did her practice teaching in the laboratory school.)

PROUD OF PROGRESS

Today we are proud of our progress in requiring four years of preparation before certification. Currently much thought and effort is being expended upon the fifth year of training. Some are introducing the sixth year.

Has comparable improvement been made in methods of instruction in teacher training institutions as evidenced by effective use of modern tools of teaching? Except in isolated institutions the answer to this question, unfortunately, is No.

In a study now in progress, I have received completed questionnaires from beginning teachers in five school systems. These teachers received their training in more than 40 different institutions.

Questions were asked concerning the use of materials in professional education courses, in all other undergraduate courses, and in practice teaching. There are minor differences in the level of experience reported for these three situations, with professional courses and practice teaching reaching approximately the same level but totals for "all other courses" being lower. When all three categories are combined the following percentages result: Approximately 30 per cent report a definitely inadequate use of or a complete absence of motion pictures in both undergraduate courses and practice teaching. Answers concerning filmstrips show that more than 50 per cent did not experience their use, while about the same percentage failed to encounter audio aids in their preparation for teaching.

On the same questionnaires less than 50 per cent reported acceptable usage of motion pictures; only 25 per cent reported acceptable usage of filmstrips, and 30 per cent reported acceptable usage of audio aids.

"I HEARD IT DESCRIBED"

Only about 50 per cent reported ever having seen a flannel board during undergraduate and practice teaching experiences. One teacher reported, "I never saw one used, but I heard it described in a methods class."

It has been amply demonstrated that administrative disapproval of the use of other than textbook materials will discourage all but the most aggressive teacher. A passive attitude may have similar results.

When young, enthusiastic teachers leave a preservice training program that has been barren of supplements to the textbook and lecture, they are in need of local assistance and encouragement.

Failing to receive it, teachers will eventually develop a pattern of instruction that requires only the textbook and the lecture-recitation. Some will be able to inspire their students with such methods because of an adequate personality, but many will not be so fortunate.

In addition to the usual leadership expected of the local school administrator, today he definitely has the added responsibility of deciding how flexible the instruction in his classrooms should be and of providing the leadership necessary for its attainment.

A lack of knowledge of the mechanical operation of equipment is one of



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Every important part of the new Ford School Bus *Safety Chassis* must meet uncompromising standards of safety and performance. For you, Ford's advanced engineering and thorough testing programs are designed to pay off in safer, more comfortable transportation... in more reliable service... and in a longer lifetime of economical operation!

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SERIES B-500 has 154-in. wheelbase for bus bodies with up to 36-passenger capacity.

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For the Series B-500 there's the 101-h.p. *Cost Clipper Six* with overhead valves and new Low-Friction design. For Series B-500 and B-600 there's the famous 106-h.p. *Truck V-8*, proved by billions of service miles. For Series B-600 and B-700, pick the proved 112-h.p. *Big Six*. And for the Series B-750 there's the mighty 145-h.p. *Cargo King V-8*.

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the deficiencies most frequently mentioned by teachers. This problem has been solved in some schools by having a competent teacher instruct his co-workers. Student operators frequently relieve this situation but cannot entirely compensate for lack of operating skill on the part of the teacher. A specific local administrative program to provide such instruction is desirable.

INEXPENSIVE TEACHING AIDS

Encouragement of teachers in the production and use of inexpensive teaching aids will not place too heavy a drain on even a modest budget. As an example, magazines are filled with beautifully colored pictures which many teachers already use. More can be encouraged in such usage and taught to find more effective means of utilization.

Such pictures, when correctly mounted by teachers using simple skills acquired with a minimum of assistance, can become attractive bulletin board displays or vital elements in creating understanding when adapted for use on a flannel board.

Likewise, with slight encouragement from school administrators, many

teachers quickly become adept in utilizing a tape recorder.

These are but a few of the ways by which young teachers can be aided, at the local level, in developing skills necessary for effective use of objective teaching aids. Some will acquire such skills without assistance; many will not, but all will profit from an effective usage of such materials at the pre-service level, more so when it is followed by local administrative encouragement.

The public can be expected to supply increasing quantities of audio-visual equipment and materials only if increasing numbers of teachers are utilizing these materials, and the sons and daughters of the public are profiting thereby. But a few years ago the president of the American Council on Education pointed out that an adequate education of teachers in the use of audio-visual materials has lagged far behind development of the materials.

The 29th yearbook of the Association for Student Teaching, published in 1950, asks: "Are we in our colleges and universities critically evaluating our own teaching methods and procedures, or are we hoping our students

will develop the art of teaching by absorbing our theories? Are we providing preservice teachers with enough opportunities for developing skills and abilities in utilizing audio-visual materials effectively as complementary aids to instruction, or are we satisfied in equipping them with a background of subject matter only?"

SUGGESTIONS FOR TRAINING

At the February meeting in St. Louis of the department of audio-visual instruction of the N.E.A., a sectional meeting on teacher education devoted considerable time to this problem. Likewise, in the semiannual meeting of the audio-visual instruction directors of Indiana held in April, the situation was given serious consideration. The following suggestions will illustrate the tenor of the meeting:

1. Deterrents to the use of audio-visual materials are not always physical.
2. Supervisors of student teachers should be aware of the experiences student teachers are getting, and they should check at frequent intervals with local supervisors.
3. Agencies accrediting teacher training institutions should place more emphasis on audio-visual resources and training.

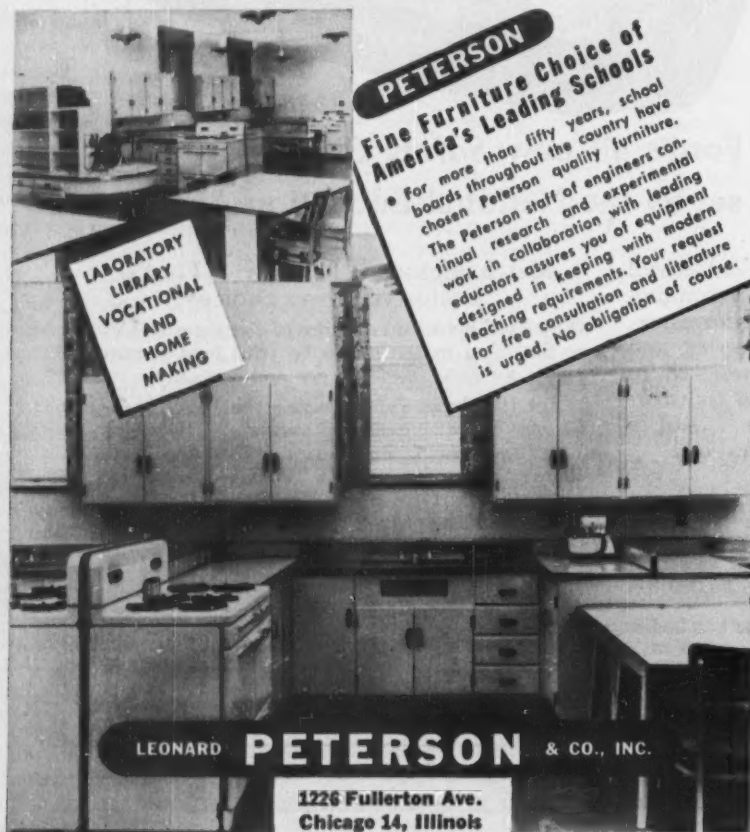
The National Council for Accreditation of Teacher Education is scheduled for activation as an accrediting agency on July 1, 1954.

If an appraisal of the use of audio-visual materials is made a part of the evaluative procedures of this accrediting agency, improvement in this area can be expected.

Administrators who are aware of the need for improvement can aid materially by urging that institutional practices in this area become a part of the appraisal of the institution.

Fortunately, a few institutions are proving that it can be done. Illinois State Normal University, with an enrollment of 2000, is stressing audio-visual technics in the everyday instructional methods of all departments, not merely by giving courses in audio-visual education as separate subjects. Ninety-seven per cent of the faculty members are voluntarily participating in a program that makes extensive use of motion pictures, filmstrips, tape recorders, slides, opaque projectors, colored chalk, flat pictures, and sign-lettering devices.

Do you think graduates of this university will teach as they are taught? Of course they will.



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IN YEARS TO COME, you'll appreciate the careful way your RCA "400" projector handles film.

Slow-running sprockets—twice the size of ordinary sprockets—provide a long, gradual curve for film to follow. The thread-easy film path does away with sharp bends which tear or scuff film. It's designed to give you hundreds of first-run showings from every film.

(In actual tests a film—run through the RCA "400" projector 700 times—shows no sign of wear. Splices fail to show any sign of parting after hundreds of passes through the projector.)

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THE SCHOOL LUNCH



Both carts used in the classroom lunch program are shown here. This year the carts will be left in the hall so furniture will not have to be moved in the classrooms.

Teachers, children, parents all like new program of

SERVING LUNCHES IN CLASSROOMS

THE lunchrooms of the schools in the Brazosport Independent School District in Texas were built originally to accommodate 175 to 300 pupils each. But the four small towns composing the district have grown rapidly since 1947, and by 1950 there were so many pupils in the schools that staggered lunch periods were introduced.

In the spring of 1952 we began planning to enlarge the lunchrooms. Then the school engineer and I thought of a plan we decided to try instead. We purchased two steam tables from which lunches could be served to children in their classrooms. Although we tried out this plan for only a week before school closed, it was so successful that during the summer we purchased five more steam tables. To go with the steam tables we bought seven semi-enclosed hospital carts, each with

FRANK O. MOOSBERG

Director of Lunchrooms
Brazosport Independent School District
Freeport, Tex.

four shelves. Desserts, trays, silver, milk and napkins are carried on these carts.

The steam tables are four-panel 120 volt electric heating units. Cost of each table, with inserts, covers and pan with rollback cover, is \$485.

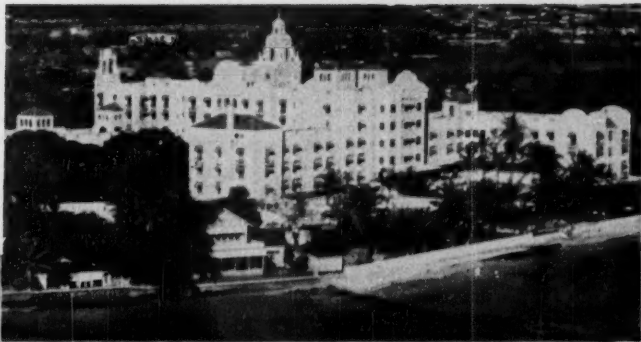
The lunchroom in the Clute City school was constructed for a maximum of from 250 to 300 pupils. Yet from 650 to 700 pupils ate their lunches at school last year. This fall lunches will be served to 1000 pupils. This will be made possible by the purchase of two portable steam tables to be added to the two already used in the school.

The total cost will be about \$3500, plus from \$9000 to \$10,000 for the addition to the kitchen of a new dish room with dish machine and the purchase of a new range. If the kitchen and lunchroom had been enlarged as originally planned, the cost would have been from \$30,000 to \$35,000, we have estimated.

Each feeding unit (a steam table and a four-shelf cart) is run by two part-time employes who work four hours each day. Four full-time workers cook for, approximately, each 500 pupils. The part-time workers come on the job at 10 a.m., eat and then begin loading their carts. The lunch period begins at 11 a.m.

On an average, lunches for 130 to 170 pupils in eight rooms are served from each steam table in approximately 50 minutes. At times up to

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There is no better complement to your buffet service than Sexton conserves, preserves and jellies. Their superb flavor is quickly recognized by the discriminating guest—and remembered. The secret is simple—just fresh, ripe fruit, cooked slowly, in small batches. At luxury hostelrys or the most modest eating places, they more than pay their way.

A seasonal reminder. Now ready, this season's supply of Sexton's Old English Mince Meat—aged in the wood since spring. Order now to make sure of your share!

JOHN SEXTON & CO., CHICAGO, 1953



The problems created by noisy, overcrowded lunchrooms (above) were solved by serving lunch to youngsters in their classrooms (below).



200 pupils have been served from one steam table.

In the past the carts were brought into the classrooms. However, this fall the steam table will be set up outside the door of each classroom. Children will circle out the door and back into the classroom, picking up their trays at the steam table. This will speed up service some, and furniture will not have to be moved, as it has had to be moved in the more crowded classrooms, to make room for the carts.

About the only adverse criticism made when the plan was first put into operation was that a child occasionally spilled food on the floor. We now leave a damp towel in each room so a child can clean up food he spills.

A No. 10 can is left on a tray outside the door of each room. As the children finish they scrape their plates into the can and then stack their silver, plates and empty milk cartons on separate trays. They are not allowed to put empty milk cartons in the room's trash cans as this would create a mess for the janitor, who washes the trash cans.

When the workers who handle the food carts have served the last room on their list they return to the first room to pick up the dirty dishes left outside the door. After the end of the lunch period, these women help clean up and wash dishes. This takes some of the load off the cooks so that they can begin making preparations for the next day's meal.

All meals are prepared in a kitchen in each school. The menus in the schools are all the same, except in the senior high school, where a choice of two meats and three salads plus two vegetables is offered.

Teachers, children and parents are enthusiastic about having lunches served in the classrooms. Even the few teachers who objected to the plan originally now like it. The children in many classrooms, when questioned, said they would not want to go back to eating in the lunchroom. Two children in each room invite their parents as guests for lunch each day. We hope thus to promote a better understanding of the school and the lunch program by parents, who, so far, have offered many compliments to and no criticisms of the lunch program.

Some of the advantages of the program are:

1. It has eliminated the noise and confusion of crowded lunchrooms. This helps children who are timid and afraid of crowds. Also there is no longer the confusion of children marching down the hallway from 11 a.m. to 1 p.m.

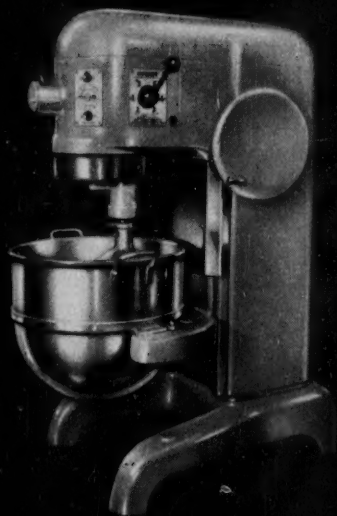
2. Participation in the lunch program has increased from 5 to 30 per cent in the various schools since we started the new plan. From 45 to 80 per cent of the youngsters in the various buildings now eat their lunches at school.

3. The teacher has complete control of her pupils while they are eating. She can teach good eating habits much more easily than she could in the lunchroom. Many classes now say grace before they begin eating. Teachers are being encouraged by their principals to plan noon-time activities.

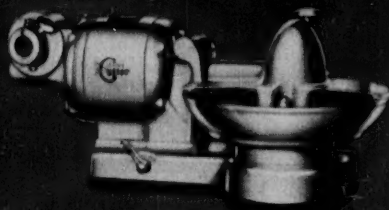
4. Since there is a lavatory in each room the boys and girls can wash their hands before eating.

5. Lunchroom personnel prefer the classroom plan because it shortens the formerly overlong lunch period in the lunchroom. The plan has not increased the work of the custodians because the children are taught to clean up after themselves.

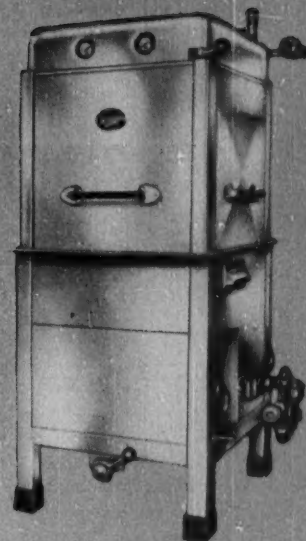
We plan to expand the program during the 1953-54 school year. We are buying seven steam tables in addition to the seven we already had. We hope to serve lunch to every child in kindergarten through fifth grade from a steam table in his own classroom. We shall include some sixth graders in the program when we can get more steam tables.



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CORRIDOR TELEPHONES

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JOHN O. BENZ

Supervising Principal, Central School, Portville, N.Y.

THE new central school at Portville, N.Y., was built for 1200 pupils. This building is 691 feet long in a straight line, without counting two wings which go toward the back of the building. In the architect's original plans a telephone was indicated for each room in the building. The board of education and the principal could see the difficulty of keeping the building needs within the \$1,300,000 appropriated for this purpose. Members of the board of education felt that, since the school is fully equipped with a public address system, it would not be necessary to have telephones also. I, as supervising principal, could see the wisdom of the board's judgment but felt there was a definite need for telephone service throughout the building. It was while trying to reconcile these two points of view that the idea occurred to me of placing telephones in corridors rather than in classrooms. Because of the great saving in cost, the board of edu-

cation was willing to meet me at this point.

We moved into our building in September 1952. We have found that our corridor telephones are proving to be one of the finest features of our splendid modern school. We have 11 telephones placed in the corridors on the first and second floors of the building. These telephones are located so that no classroom is farther than three rooms from a telephone. As shown in the accompanying picture, the telephones are placed flush with the wall in attractive closed door cabinets.

When the office wishes to contact a teacher for any reason whatsoever, we buzz the teacher's room with two short buzzes through our clock system. (We could call her on the public address system but feel that this would be more disturbing to her class.) When the teacher hears the two buzzes, she goes to the nearest hall telephone and answers. Outside calls may be plugged directly to her through the

switchboard, and she may also call outside from any portion of the building. Since the telephones are all bridged through the switchboard, outside calls can be monitored by the secretary in the office.

We feel that in addition to the great saving in money spent for installation and upkeep, the hall telephones are advantageous in many ways.

The classroom teacher is assured privacy in her conversation. She may freely discuss any pupil in her class with the office staff or the administration without danger of being overheard not only by the pupil under discussion but by the whole class.

The principal, supervisor or custodian can call from any spot in the building without disturbing a class or office. For example, my call on the bell system is one short ring. When I hear this ring I step to the nearest telephone. The secretaries can then put through to me an outside telephone message or give me any necessary information. Oftentimes when I answer a corridor telephone I am near the part of the building at which my presence is requested. This saves a long walk and considerable time.

TELEPHONES BRIDGED

Our school bus garage is connected to the building through the same telephone setup. If the supervisor of buses wishes to talk with anyone in the building, he can reach him by telephone.

These corridor telephones are bridged, making it possible to carry on a discussion over the telephone with persons located in various parts of the building. When the office closes in the afternoon, the corridor telephones are connected to a direct outside line.

The small telephone cupboards are built so that the door acts as a small writing stand when the telephone is in use. These cabinets are provided with spring locks so they may be locked if the need arises. It has not been necessary to do this because to this date no pupil has touched one of these telephones. If for any reason we do not wish to make the telephones available at night during any school function we can lock the cupboards or simply deaden the telephones by cutting them off at the switchboard.

Our system was installed and is being maintained by the local telephone company.



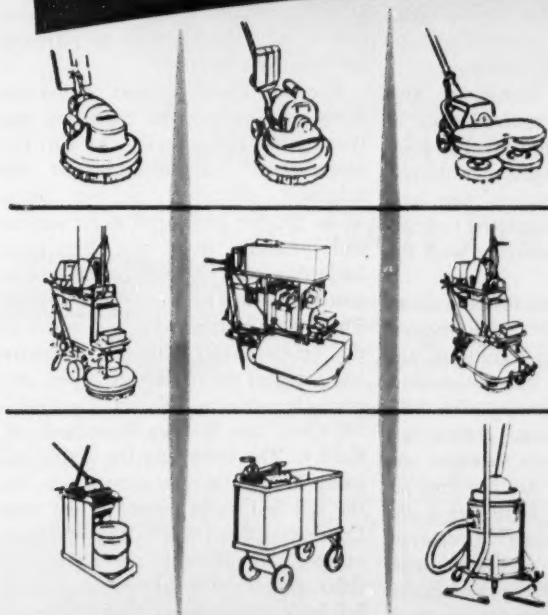
Mr. Benz uses one of the corridor telephones in the Portville school. When the telephone is not in use the door is closed and can be locked if necessary.

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IN ALL
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CITIES



wire from **Washington**

Office of Education rescued

► A direct request from President Eisenhower to Sen. Edward J. Thye (R-Minn.), chairman of the Senate appropriations subcommittee on health, education and welfare, resulted in Senator Thye's offering an amendment on the floor of the Senate July 7 to give the Office of Education the \$2,926,000 requested for its salaries and expenses by Secretary of H.E.W. Oveta Culp Hobby. The Senate approved this amendment, but after a conference with the House the final amount agreed upon was \$2,800,000, which was still \$300,000 more than the House had originally allowed. The \$126,000 cut out of Mrs. Hobby's budget will pinch the Office tightly on such items as travel and publications, but the personnel cuts that would otherwise have resulted will not be made.

The appointment of Commissioner Thurston has given some relief to the Office. While it is too soon to discern what new directions the agency will be taking under Thurston's leadership, the staff is finding the new commissioner approachable and open minded with regard to the problems of the Office's operations.

Jenner committee reports

► On July 17 the internal security subcommittee of the Senate judiciary committee, headed by Sen. William E. Jenner (R-Ind.), issued its second report on subversive influences in the educational process. The committee concluded that there was, in its judgment, substantial evidence of communism among the teaching profession. These conclusions were based on the testimony of more than a hundred witnesses of whom 82 were classified by the committee as "uncooperative" while the remaining 20, including Supt. William Jansen of New York and President Harry D. Gideonse of Brooklyn College, were regarded as "responsive." Most of the information on communism in education was presented to the committee by Dr.

Bella Dodd, a former Communist and legislative representative of the New York Teachers Union, and Herbert Philbrick, a former F.B.I. agent who had infiltrated the Communist party of Massachusetts. Mrs. Dodd repeated her assertion of almost a year ago when she estimated that there were as many as 1500 Communist teachers in 1948.

The committee report lists by name each of the 82 witnesses who invoked the Fifth Amendment as grounds for refusing to answer questions put by the committee. This table also lists the institution with which each witness was associated and the years for which he would or would not admit membership in the Communist party. The report tried to make it clear that the committee did not wish to interfere with the operations of educational systems or institutions and that the elimination of subversives in education was not the direct responsibility of the committee. Its recommendations are as follows:

"That educational authorities give consideration to the establishment of criteria and the initiation of procedures whereby schools, colleges and universities can eliminate teachers who have demonstrated their unsuitability to teach, because of their collaboration with the Communist conspiracy.

"That states and educational institutions give consideration to the program adopted by the state of California, and the several colleges and universities therein, which, recognizing that subversion in the educational process is a matter of public concern, has put into operation a program that provides for a reservoir of security information, the free exchange of security information between colleges and legislative committees, and means whereby the facilities and powers of state agencies are made of service to educational institutions.

"That school authorities, colleges, and local boards of education institute positive programs, under qualified experts in the field of combating communism, to teach both teachers and school pupils

the nature of the Communist conspiracy that is attacking the whole structure of our society."

However well intentioned the Jenner committee's recommendations may be, they pass over the realities of local school administration. Moreover, they constitute an open invitation to the educational vigilantes who in recent years have harassed superintendents and college presidents.

Oil for education loses

► On July 30, in spite of an intensive five-week drive by organized education, labor and agriculture to keep the Hill oil-for-education amendment a part of the Continental Shelf bill (H.R. 5134), the Senate by a vote of 45 to 43 reversed its previous support of the proposal and accepted a conference report with the amendment stricken out. The bill now goes to the President with no provision for education in it.

The closeness of the vote on the conference report reflected bipartisan support (and opposition) to the Hill amendment. The amendment was originally adopted in the Senate 45 to 37, but prolonged night sessions and pressure from top Republican leadership were a combination too potent for Senator Hill and his supporters. Three Republicans who had voted for the amendment reversed themselves and accepted the conference report after strong speeches by Senators Guy Cordon (R-Ore.) and William Knowland (R-Calif.). The latter was the acting majority leader. Their argument was that the bill had to be passed if the outer Continental Shelf was to be properly developed and that this was no time to delay such development by sending the bill back to conference. Other votes for the Hill amendment were lost because some weary senators had gone home for the night.

The Hill amendment was stricken from the conference report on H.R. 5134 at the insistence of House con-

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feres Graham (R.-Pa.), Thompson (R.-Mich.), Hillings (R.-Calif.), Jonas (R.-Ill.), Walter (D.-Pa.), and Wilson (D.-Tex.). Only Rep. Celler (D.-N.Y.) refused to sign the part of the report that struck out the Hill amendment. By the action of its conferees the membership of the House was given no opportunity to vote on the oil-for-education amendment. Many observers noted the similarity of this situation to the one that has prevailed with general federal aid to education bills. In recent years the

Senate has passed federal aid bills only to have them die in House committees without ever reaching the floor.

No one reason can be given for the failure of the Hill amendment. Some members of the Congress felt that the word "public" should have been used in the language of the bill. Protestants and Other Americans United for Separation of Church and State (P.O.A.U.) issued a protest against the amendment on the grounds that it "appeased" parochial school interests. However, in the Senate

debate, Senator Hill indicated that his amendment was only intended to reserve the oil revenues, not to distribute them at this time.

Another objection raised against the Hill amendment was that it was unsound in principle to earmark revenues for special purposes. Again, in the debates, the proponents of the measure cited the long history of land grants for schools and colleges as a type of earmarking.

The most serious obstacle encountered by the amendment was the lack of support from the Eisenhower administration. The proposal was referred to the Secretary of Health, Education and Welfare and to U.S. Commissioner of Education Lee M. Thurston for study. Their recommendations were not made public, although it is understood that Dr. Thurston was favorable to the idea. The only indication of administration thinking came in a letter from Budget Director Joseph M. Dodge to one of the several educational organizations that had wired the President urging his support of the Hill amendment. This letter was read to the Senate and House conferees. It said:

"The President is deeply concerned with the urgent need to provide more facilities and teachers for the rapidly increasing school population and has made specific recommendations to Congress concerning several aspects of this situation. . . .

"The administration strongly believes that the desirable solution of these problems is not to be found in the earmarking of future revenues from a particular source. Conversely, provision of funds for all the purposes of government in the light of needs and revenues at any given time can be most effectively accomplished by the well established process of budgeting by the executive branch for review and appropriation by Congress. Moreover, if during any future year total federal income should exceed current needs, sound policy would seem to require reduction of the gigantic public debt. Such necessary action would, of course, be hindered by earmarking future revenues."

The defeat of the latest attempt to give education a share in submerged lands revenues does not appear to have discouraged Senator Hill, who has promised to introduce legislation in the next session to carry out the provisions of his amendment. It is his feeling that as a separate bill the proposal may have a chance in the House.



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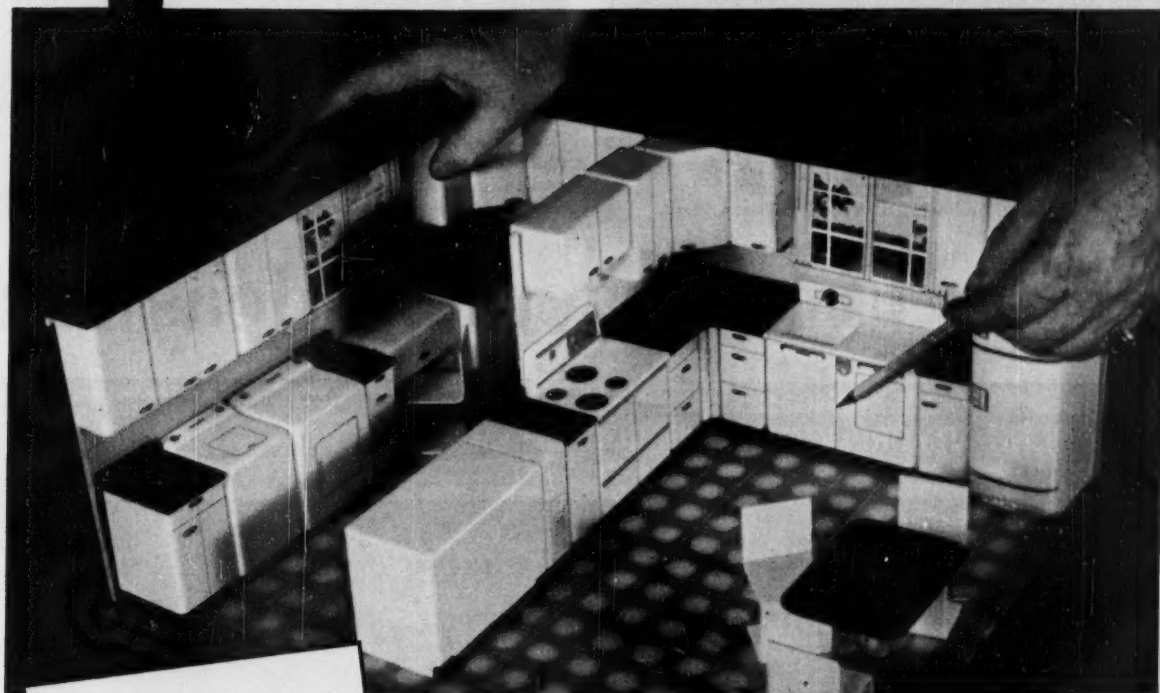


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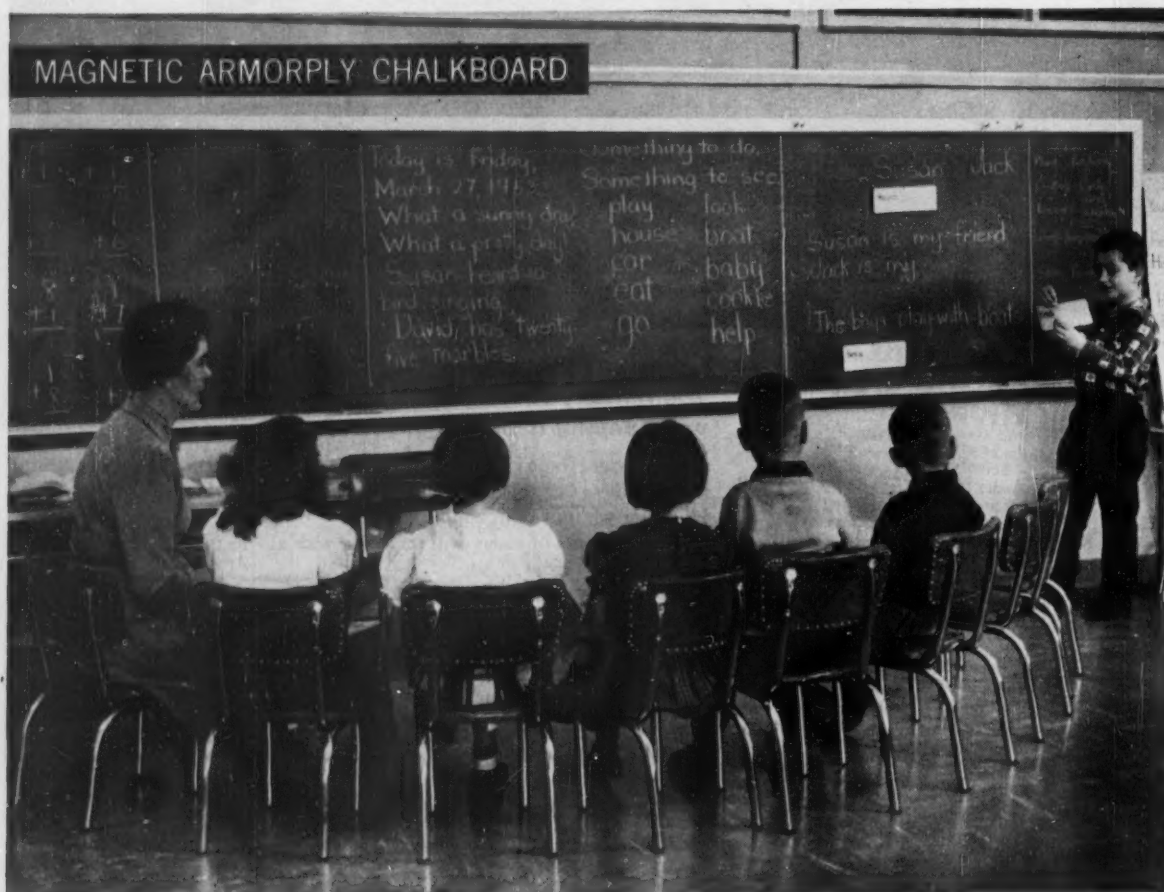


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This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

Five practical ideas for

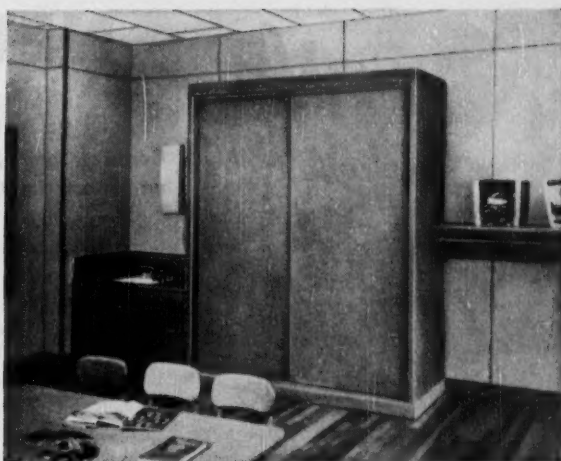


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chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswald, Boyden, Wyld & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on both sides. Architect: George A. Dippell.

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NEWS IN REVIEW

Country Spent Six Billion on Schools Last Year

WASHINGTON, D.C.—The United States spent more than six billion dollars on operation of its elementary and secondary schools last year.

This total figure was given in a report released by the U.S. Office of Education. Of this approximately 3 per cent came from federal sources, 42 per cent from state sources, and 55 per cent from local sources, chiefly property taxes, the report said.

School construction, the report said, continued at its record pace during the past year. Contracts awarded for the construction of educational buildings during 1952 amounted to \$1,400,000,000 for public elementary and secondary schools; \$152,000,000 for nonpublic elementary and secondary schools, and \$248,000,000 for colleges and universities.

In its report of public elementary education, the summary stated that the nation's 20,200,000 elementary school children attended approximately 128,225 schools, of which 59,652 are one-room buildings housing several elementary grades but enrolling only about 5 per cent of the elementary school pupils.

Of public secondary education, the report said that 7,000,000 secondary students are housed in approximately 24,000 schools.

A shortage of qualified teachers was again one of the great problems during 1952-53 for the elementary schools, the summary stated, but no immediate dearth of teaching personnel faced the secondary schools or the colleges and universities. Net teacher shortage last September was 70,000.

According to the report on school lunches, 9,000,000 pupils served by federally aided school lunch programs in 1952-53 were half a million more in number than those served in 1951-52 and nearly three times more than those served in 1944, the first year of federal assistance for this program.

Phoenix Abolishes Practice of Segregation in High Schools

PHOENIX, ARIZ.—The high school and college board of Phoenix voted July 8 to wipe out the long-standing practice of educating Negro students in

a separate high school. Three of the five board members favored such action. This city was the last to hold out for segregation in the secondary schools of the state. Segregation at the elementary level is left to the discretion of local school boards in Arizona and is still practiced in many districts.

School officials predict complete integration also of elementary classes here by September 1954, following a unanimous decision by the board of the elementary district to begin eliminating segregation immediately.

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A new rule by the United States Post Office prohibits the forwarding of magazines or even the return of undelivered copies to the publisher.

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Educators Urged to Use A-V Methods for Mass Teaching

SYRACUSE, N.Y.—Don G. Williams, professor of education and director of audio-visual services at Syracuse University, warned educators that complacency about the effectiveness of present teaching methods may spell disaster for freedom.

The universities aren't using the modern means of communication which they helped develop, he said, but are clinging to "academically respectable" teaching methods.

We are teaching a large number of students by "methods which are suited only to face-to-face contacts in a society that has time to spare," he continued. "We must evaluate our teaching methods in terms of the situation in which we find ourselves."

Pointing out the need for audio-visual assistance in the task of winning over the people of underdeveloped countries, Dr. Williams said the printed word was worthless in countries where

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NEWS...

the illiteracy rate varies from 85 to 95 per cent, and, since we must reach hundreds of millions of people, he recommended that we make full use of some of the newer methods of mass communication at our disposal.

"Our best single communications device is the sound motion picture," Dr. Williams advised. "A film record of a pilot agricultural project, for example, can be seen by thousands of people in an underdeveloped country where only hundreds could visit it in person."

We must use any and all teaching devices available to us, he said, and concluded by saying that if the university is to meet the challenge of worldwide leadership, it cannot afford to continue using worn-out and outmoded methods.

38 Superintendents Present Charter of Recommendations

NEW YORK.—Superintendents who met here in July drew up a set of recommendations in the interest of improved schools and education.

The twelfth annual work conference on problems of superintendents and other school administrative and supervisory officers was sponsored by the department of educational administration of Teachers College, Columbia University. Thirty-eight superintendents participated.

Among the recommendations they made were these:

1. Local school systems should set aside part of their budgets for educational research for the benefit of their own pupils and for the improvement of the profession.
2. Communities should be made aware of the serious shortage of school buildings and immediate cooperative action should be taken to build more schools.
3. Boards of education and superintendents should "assume greater leadership for developing good community relations."
4. Schools and communities should regularly work for better ways to improve the local economy and standard of living.
5. Authorities should take action on the budget only after the community has had a chance to have its say.
6. There should be continued emphasis on moral and spiritual values in the public schools.

Report on Schools in Impact Areas Available

WASHINGTON, D.C. — "Financing Schools in Federally Affected Localities," a report prepared by the legislative reference service of the Library of Congress, has been made available upon request, Charles A. Quattlebaum, author of the booklet, announced recently.

Copies of the report, which was printed for use by the House committee on education and labor, will be provided free of charge as long as the supply lasts.

Adaptations Possible for Magnetic Sound Film

CHICAGO.—Recent manufacturing developments have increased the utility of the sound magnetic projector described by Paul R. Wendt in the June 1953 issue of *The Nation's Schools* (pages 88 to 90).

The projectors can now be adapted for double as well as single perforated film. Also, they can be recorded at either 16 or 24 frames per second, although the faster speed is still generally preferable, manufacturers report.



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NEWS...

Teachers Told to Stand Firm on Academic Freedom Issue

NEW YORK.—Addressing teachers and school administrators attending the summer session at Teachers College, Columbia University, R. Freeman Butts, head of the department of social and philosophical foundations at the university, alerted them to "Our Responsibility for Freedom in Education."

He told the teachers and administrators to stand their ground and not be intimidated or frightened or silenced in

discussing such topics as religious education, sex education, communism, race relations, national politics, labor-industry relations, separation of church and state, UNESCO or the United Nations.

"If we are to maintain a free and democratic society, three kinds of freedom must be preserved," Dr. Butts said and listed the following: (1) freedom from the tyranny of arbitrary government, (2) freedom from the tyranny of a coercive majority in the community, and (3) freedom from the tyranny of

despotic minorities in the community.

He recommended that we do not judge quickly and call "Red" every person called before an investigation committee or who invokes the Constitution's Fifth Amendment in his defense, since, he said, a teacher may have been idealistically or mistakenly associated with the Communist party and still be fit to teach. "The basic test for the fitness of a teacher is his devotion to freedom of inquiry and to the honest and scholarly pursuit of truth, and his competence in the development of critical intelligence among his students through the teaching and learning process. If membership in the Communist party prevents a person from genuine devotion to these goals and actual practice of them, then he is not fit to teach."

He also recommended that we "distinguish between the misled and the real Communist," warning that good causes may not be entirely free of Communists, who for their own reasons might be among the supporters of these causes. This, he said, does not necessarily make them fellow traveling or "Communist thinking" organizations. "Just because the Communists wear clothes, let us not be frightened into becoming nudists," Dr. Butts said.

"The essential, continuing institution for nourishing freedom is education. Wherever threats to freedom exist, there is education's responsibility," declared Dr. Butts.

Paul Sheats Elected President of Adult Education Association

CHICAGO.—Paul H. Sheats, associate director of the extension division of the University of California at Los Angeles, has been elected president of the Adult Education Association of the U.S.A. for 1953-54, according to Everett Hosman, dean of the college of adult education, University of Omaha, and chairman of the committee on elections of the A.E.A. Mr. Sheats succeeds Paul A. Durrie, director of adult education, public schools, Des Moines, Iowa, as president of the association.

Vice presidents elected were: Mr. Hosman; Herbert Hunsaker, dean of Cleveland College, Western Reserve University; Robert Sharer, professor of education, Michigan State College, and Cyril House, professor of education, University of Chicago.

Fern Long, director of adult education, Cleveland Public Library, was re-elected secretary-treasurer.

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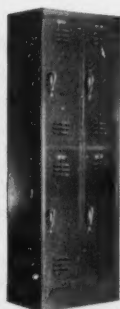
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ALTOGETHER some 7 million American boys and girls get to school and back by bus. Some 120,000 grown-ups carefully take the wheels to get them there. Some are full time drivers. But many are public-spirited citizens who take time out from their regular duties to make the school-bus rounds.

As motor vehicle manufacturers, Chrysler Corporation is naturally proud that a large number of these buses bear the name of Dodge, with all the safety and dependability

The NATION'S SCHOOLS



by EDGAR A. GUEST

that Chrysler Corporation engineering and construction stands for in any motor vehicle.

But it is just as fellow citizens that we are especially proud to salute the skill and responsibility of the men and women who twice a day pick up so much of America's future to deliver it safely to school and then back home.

This message about people we all like is presented by your PLYMOUTH • DODGE • DE SOTO CHRYSLER • DODGE "JOB-RATED" TRUCK dealers, and

CHRYSLER CORPORATION

Vol. 52, No. 3, September 1953

*He takes to school the children small.
A service done for us
And watches over one and all—
The man who drives the bus.*

*He shares the children's chatter gay,
To them his name is known.
He guards them safely day by day
As though they were his own.*

*Not lightly can his task be faced.
Fair days, or snow or rain
In him the parents' trust is placed
To bring them home again.*

*Oh school bus drivers, one and all
Be heartening it must
To have the care of children small
And know so great a trust.*

If you would like a reprint of this poem, suitable for framing, write Chrysler Corporation, Dept. R51, 341 Massachusetts Ave., Detroit 31, Michigan.

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This advertisement appears in LIFE September 14, 1953

EYES

Save pupils' eyes. Save school-lighting dollars. The new MILLER LEXINGTON provides well-shielded overall illumination of high efficiency and low brightness at LOW OVERALL COST. Rigid Quality construction, with long-life finishes. Engineered for quick, easy installation. Low maintenance. Long, dependable life. Write for details.



DESIGN: *Functional—clean, simple lines.*

EASY 2-way lamping—1 ladder position.

STRENGTH: *Rigid 1-piece steel louver.*



THE miller COMPANY, Meriden, Connecticut
LEADERS IN LIGHTING SINCE 1844

NEWS...

"Kansas School Bus Driver of Year" Is Chosen

TOPEKA, KAN.—Adel F. Throckmorton, state superintendent of public instruction, and the Kansas Motor Carriers Association, co-sponsors of a state wide contest to choose the "Kansas School Bus Driver of the Year," have awarded the 1953 title to Wendelin Schmidt of Pfeifer.

Mr. Schmidt, whose route covers 30 miles, transported 19 children daily last year. Three of the children were his own.

The 1953 winner is an advocate of highway safety and proper maintenance of vehicles. His own accident-free record and the condition of his bus are proof that he practices what he preaches, the sponsors said.

Mr. Schmidt says he enjoys his job and believes that the children like to ride with him, even though he insists upon good behavior. In addition to his daily route, he takes the athletic teams to their games and drives the senior classes on their annual trips.

Vast Child Growth Data Assembled at Michigan State

EAST LANSING, MICH.—The child development laboratory at Michigan State College's school of education has been designated custodian of the original Harvard Growth Data and the data from Stuttgart, Germany, collected by the Surgeon General's Office.

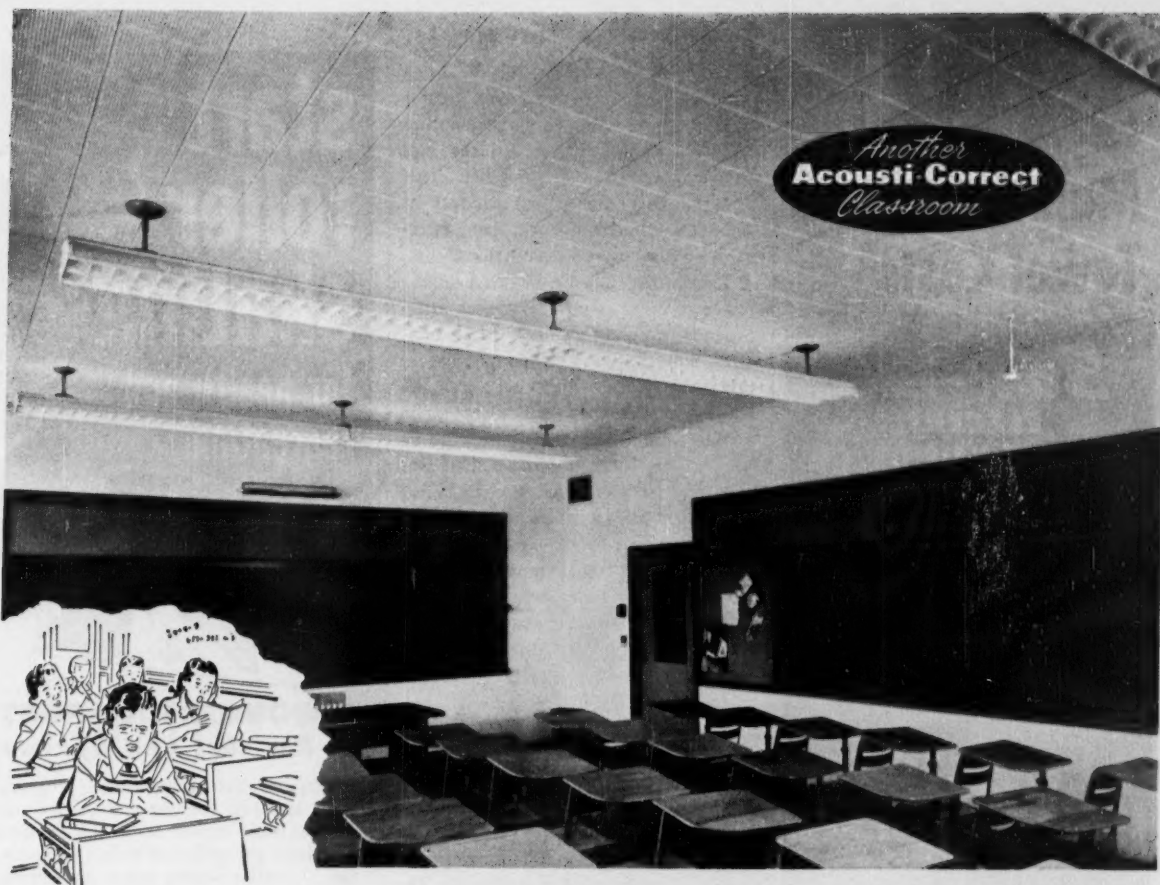
The plan of cooperation with other institutions, initiated at Harvard, will be continued, and desk space and office machines will be provided for research workers who want to make use of the material, the school announced.

The college now houses the largest collection of data on children ever assembled, said C. V. Millard, director of the laboratory.

Vermont Authorizes State Aid for School Building Construction

MONTPELIER, Vt.—An act permitting \$7,300,000 in state aid for school building construction was passed by the legislature here in July. Bonds may be issued by the state to assist local districts. Funds received under this act will not apply to existing limits of local bonded indebtedness.

School districts that have voted specific funds for construction of a new school or alterations to an existing building may make application for the state aid.



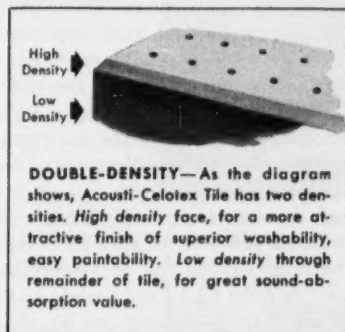
Do your pupils face this hindrance to learning?

Educators today are increasingly concerned over the problem of poor acoustical environment in the classroom. Unchecked noise and faulty acoustics, they recognize, interfere with distinct hearing... induce strain and fatigue... hamper concentration... handicap pupils and teachers alike.

Low-Cost Answer

That is the reason more and more schools are installing Acousti-Celotex Sound Conditioning. A sound-absorbing ceiling of Acousti-Celotex Tile creates conditions favorable to good hearing in classrooms, auditoriums, music rooms. In study halls, libraries,

band rooms, corridors, gyms and cafeterias—it "soaks up" noise, brings quiet comfort that benefits all.



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Acousti-Celotex Tile is quickly installed at moderate cost. Needs no special maintenance. Its remarkable *double-density* feature (see diagram) prevents warping—provides a surface of unequalled beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing capacity.

GET A FREE ANALYSIS of the acoustical and noise problems in your school without obligation. We will also send you free a factual booklet, "Sound Conditioning for Schools and Colleges." Mail coupon below today!



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—Mail coupon today—

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120 S. La Salle St., Chicago 3, Ill.

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- ☐ A free analysis of the noise and acoustical problems in my school.
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- New faster-drying heating element!
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- Instant starting push-button switch with automatic shut off!

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"Dependable Since 1897"

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NORTH CHICAGO, ILLINOIS

Questions and Answers

(Continued From Page 8)

complex; thus, there is an even greater need for a better over-all preparation in those skills, attitudes, ideas and knowledges related to rural life. This is particularly true if the product of the rural school is to compete effectively in agricultural occupations.

The third condition is based on the fact that there is now a greater interdependency among farm, rural non-farm, suburban and urban peoples in this country than there ever was before. The demands are for a much broader and more intelligent kind of participation and leadership than was necessary in a frontier world. When farmers were self-sufficient entities perhaps a one-room school type of education was satisfactory. It is far from sufficient today where an obsolete administrative structure is unable to supply a program that can reach the objectives of a society worldwide in its potential.

Finally, there is a need for a new type of rural community school program that can't possibly be met in the one-room school district. The new type is being sought in the development of an administrative unit community-wide in program and resource. The community school unit covering Grades K to 12 has in its development an opportunity to use those items that have proved desirable in city school systems. In addition, there is a chance to preserve as much as is possible from the worth-while attributes of the small schools. Finally, and most important, there is an opportunity to build a type of community centered rural education that meets rural America's developing needs. Here is the real opportunity to build a school program that is not copy or tradition but growth and development on its own merits.

In the new look we must see beyond the neighborhood that once supported the one-room school and become aware of the total community and its place in the nation or even the world.

The rural school program must have sufficient students, facilities and equipment and well trained and supervised teachers. The program must be designed for both village and farm service area, for both elementary and high school grades. Anything less short-changes the rural child.—BURTON W. KREITLOW, assistant professor of education and agriculture education, University of Wisconsin.

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for her?



That depends on where Susan lives and on how well her community is meeting the strain on classroom facilities.

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Even if your present facilities are adequate, you'll soon be feeling the need for *more classrooms*. And washrooms, of course, must come with them.

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Crane Norwich lavatories installed in new Booker T. Washington High School, Tulsa, Oklahoma. Architect: Leon B. Senter. Plumbing and Heating Contractor: Watt Plumbing, Air Conditioning, and Electric, Inc.



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NEWS...

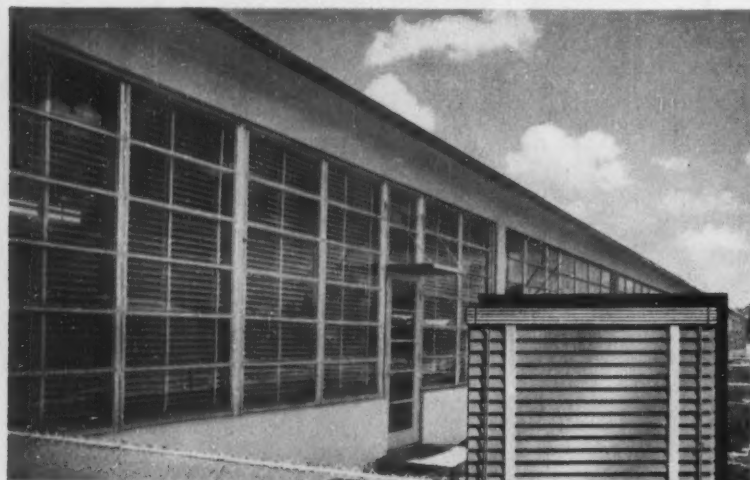
Delayed U.S.O.E. Publications to Be Released Soon

WASHINGTON, D.C.—During the spring, uncertainty about its budget caused the U.S. Office of Education to withhold important manuscripts from the printer until some decision could be reached on whether or not the funds to print them would be available. The manuscripts have now been sent to press, and they are expected to appear in the fall, but not earlier than mid-October. The forthcoming publications

are: "Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1952," "Mathematics in Public High Schools," and "Expenditures for Education at the Midcentury."

Of special interest to school administrators will be the expenditures study, which is a continuation of similar surveys published in 1931 and 1944 by the Office of Education and the American Council on Education. The 1931 study, "State Support of Public Education," contained data on expenditures for

public education in 33 states for the year 1929-30. The data for 48 states in 1939-40 were published in 1944 under the title "Public School Expenditures in the United States." The book now in press will contain data for 1940-50 and tables of comparison for the two preceding decades. The authors of the latest study of expenditures are Clayton Hutchins and Albert Munse of the school finance section of the Office of Education. To preserve continuity with the two previous studies the authors have had Eugene Lawler of Florida State University as consultant and an advisory committee consisting of Howard Dawson of the N.E.A. Department of Rural Education, Edgar Fuller of the National Council of Chief State School Officers, Erick Lindman of George Peabody College, Edgar Morphet of the University of California, and John K. Norton of Teachers College, Columbia University.



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Compare! Rolla-Head venetian blinds, engineered and developed by the nation's largest producer of venetian blind components and processes, are your best buy! Eastern's exclusive "snap-in hardware" . . . DuPont baked enamel finish . . . fool-proof operating mechanism—all designed to keep maintenance and replacement parts costs at a bare minimum. For complete information see the 16-page Rolla-Head catalog in Sweets' File.

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Education Loses Two Friends in U.S. Senate

WASHINGTON, D.C.—The deaths within a single week of Senators Charles W. Tobey of New Hampshire and Robert A. Taft of Ohio took from the Congress two strong supporters of education. Both men had been co-sponsors of federal aid to education bills and had used their influence to get the bills through the Senate.

Most recently, Senator Tobey had been a sponsor of the Hill oil-for-education amendments to the two submerged land bills passed by the 83d Congress, which, however, refused to accept the Hill amendments.

While Senator Taft did not support the Hill amendment he was the author of the law creating a national commission on intergovernmental relations to study all aspects of federal-state fiscal problems including grant-in-aid programs. In private conversations Senator Taft made it clear that such a commission should study the need for aid to education even though he had inadvertently omitted education in his report of the list of items discussed with President Eisenhower in the now-famous New York conference.

With regard to the federal aid to education issue Senator Taft changed his mind as drastically as he did over public housing. In 1943 he was bitterly opposed to federal aid to education. Yet in 1946, he became co-sponsor of a bill in the 79th Congress along with Sen.

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If your gym is the scene of many school activities—dances, banquets, plays and community meetings as well as gym classes and basketball games, you'll find Seal-O-San the ideal finish for the floor. Even under abusive use the finish stays "lively", slip-resistant and mar-free. Seal-O-San is resilient . . . that's the secret of its long protective life. When you refinish, try Seal-O-San.

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... THE COST IS DOWN!**

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THE SNOOZER MAT

Attractive, colorful, washable mats for kindergarteners resting period. Long-lasting, soft but strong. Write for complete information.

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BARABOO, WIS.

New York State Representative: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N. Y.

NEWS...

Lister Hill of Alabama and the late Sen. Elbert Thomas of Utah. The reason for this change was that he was satisfied in his own mind that some form of federal aid was needed and that amendments had been inserted into the bill to protect states' rights. In the 80th and again in the 81st Congresses Senator Taft joined Senators Thomas and Hill to sponsor bills which were passed by the Senate only to be buried in the education and labor committee of the House of Representatives.

Senator Taft's thinking about the place of education in American life is briefly expressed in these excerpts from his speech in the Senate of March 24, 1948, when he opened the debate on S. 472, the Taft-Thomas-Hill bill. He said: "I do not think I can exaggerate the necessity of education. Primary education lies at the basis of all forms of republican government. A government depending on the making of decisions by the people and depending on their intelligence can exist only if the people have some ability to understand the problems of government which are presented to them. Unless there is a satisfactory educational basis, there cannot possibly be hope for success in any democratic form of government where the people are expected to rule and to decide the questions which are placed before them.

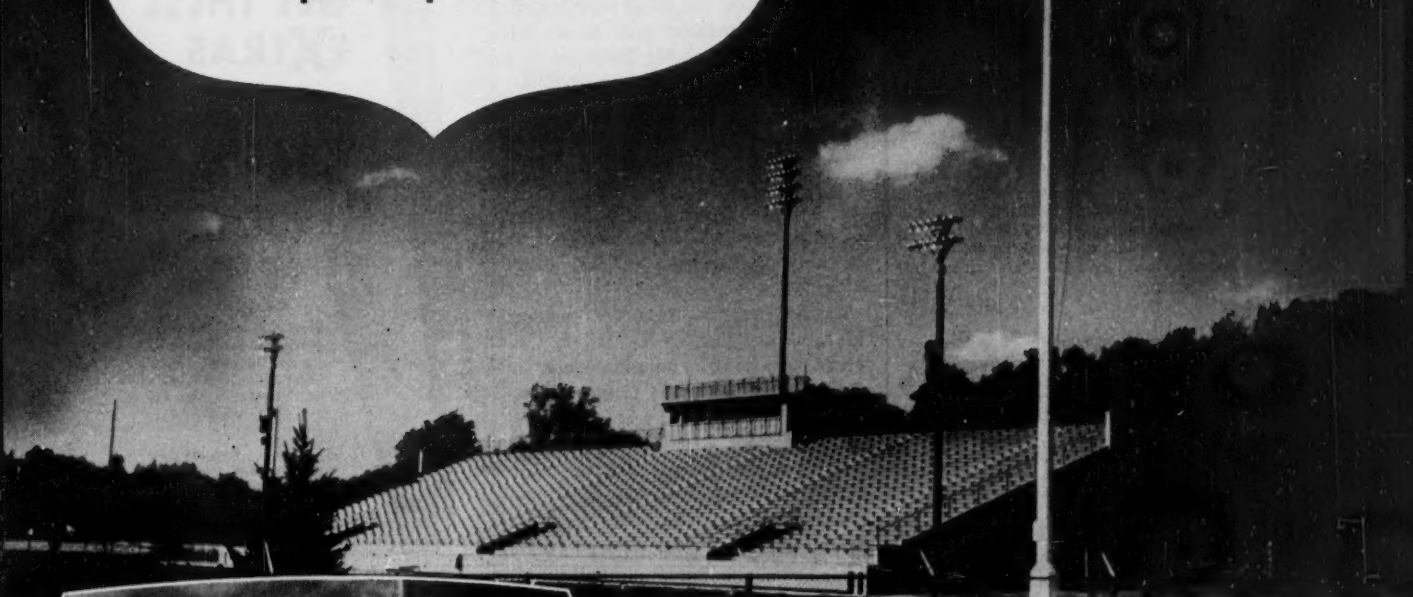
"I quite agree that the primary obligation to educate children is in the states and local communities. Under our constitutional form of government, they have the primary obligation. I think the federal obligation is a secondary one. It is one to back up the states, if I may use that expression, where it is necessary to back up the states. The difficulty with our tax system is that the states have limited powers of taxation and that, particularly in the poorer states, they have very limited sources of taxation."

Not long after the 1952 election Senator Taft made it clear in the interview already referred to that he had not changed his views at all on the need for federal aid and the way it should be administered, i.e. on a states' right basis. That this was the case makes his passing deeply felt in the field of education where his contribution in the Congress had been so substantial.

N.E.A. Expands Staff to Promote Building Fund

WASHINGTON, D.C.—In order to devote full time to the N.E.A.'s \$5,000,000

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for TROY, Ohio
sports spectators



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STEEL DECK *Grandstands*

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NEWS...

building fund drive, Karl Berns, assistant secretary for business of the association, will become assistant secretary for field operations on September 1. Mr. Berns, former assistant secretary of the Ohio Education Association, has been in charge of N.E.A.'s business affairs since 1945. His duties will include scheduling of field assignments for N.E.A. President William A. Early and for members of the headquarters staff. The new assignment will serve primarily as a way for Mr. Berns to give most of his time to raising the \$5,000,000 which the N.E.A. will spend on a new headquarters building in Washington, D.C. The new building will be built on a pay-as-you-go basis with the first unit, an eight-story wing, to be added to the present building, scheduled to get under construction in the fall of 1953.

To take over its division of business, N.E.A. is bringing in Richard E. Carpenter, assistant superintendent of schools for Montgomery County, Maryland. In his six years with the Montgomery County system, Mr. Carpenter has been primarily responsible for supervising a multi-million dollar program of school construction in the rapidly growing suburban area around Washington, D.C.

General Education Board to Conclude Operations

NEW YORK.—The Rockefeller Foundation's General Education Board will conclude its operations at the close of 1953, it was announced here in July by Howard Rusk, president of the education fund.

He said the organization would spend its last \$5,607,460 this year; this amount was left over from the end of 1952. When this sum has been appropriated the board will have spent about \$321,500,000 on educational, scientific, cultural and research projects.

The program was due to end four or five years ago, a report said, but the foundation arranged to provide additional funds from time to time. However, Dr. Rusk said in the annual report that it was decided that "highest priority for use of the slender remaining resources would be accorded to fellowships and scholarships in the South and to Negro education in the South, with some special attention to opportunities in the lowest income states." He observed "that the amount which [the board] had contributed over a 50 year



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NEWS...

period to educational development in the South would now be but a small fraction of the contributions being made in a single year for this purpose by the southern states themselves."

The report issued on July 17, noted that since 1902, when the General Education Board was established, funds have been given to public and private colleges and universities, to medical schools, state departments of education, and to projects in educational research and experimentation.

UNESCO Sponsors International Conference on Public Education

WASHINGTON, D.C.—The 16th International Conference on Public Education was held recently at Geneva, Switzerland, under the sponsorship of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Bureau of Education.

Representing the United States were: Earl Armstrong, chief of the division of teacher education and presently acting

head of the division of higher education of the Office of Education; George W. Diemer, president of Central Missouri State College, Warrensburg, and a member of the U.S. National Commission for UNESCO, and Anne Maloney, an elementary school teacher at Gary, Ind.

The major topic of discussion at the conference was the training and status of primary teachers, together with brief reports on the progress of education during the year 1952-53, presented by ministries of education. Study of these questions formed part of UNESCO's long-term program for the gradual application of the principle of free and compulsory education, in which teacher training is an important factor.



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It's not the pretty wall and ceiling decorations that take the beating in your gym—it's the floor! That's why—if you want the most for your dollar—you'll be wise to budget for Robbins IRONBOUND* CONTINUOUS STRIP* gym flooring and let the wall and ceiling doo-dads fit the financing as they will.

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Federally Affected Areas Aided by Congress

WASHINGTON, D.C.—On August 3, the night it adjourned, Congress passed the two bills authored by Rep. Carroll D. Kearns (R.-Pa.) extending the laws passed in 1950 to give federal aid to school systems where enrollments had increased because of federal activity in the locality. H.R. 6049 extends until June 30, 1954, Public Law 815 by which construction aid is given to federally affected school districts. H.R. 6078 amends and extends Public Law 874 so as to continue aid for current expenses of maintenance and operation until June 30, 1956.

As passed, the two measures are a compromise between the type of bill requested by the Eisenhower administration and the thinking of the House committee on education and labor, which conducted hearings on the federally affected areas problem during June. The administration's proposals were contained in S. 1596 and S. 1597 introduced by Sen. H. Alexander Smith (R.-N.J.). No administration bills were introduced in the House.

In testimony before the House committee on education and labor, Secretary of Health, Education and Welfare Hobby made it clear that the two basic acts should be amended in such a way as to reduce the obligation of the federal government. Thus in the construction aid law (Public Law 815) the federal government will now contribute only toward the building of minimum school facilities as defined by the U.S. Commissioner of Education in consultation with state education agencies.

With regard to back entitlements for construction assistance which had not

Here's what A-V experts say about Pageant pre-lubrication



"Schools, churches, and other groups which use movie projectors are interested in one thing—a machine that is always ready to go. We have found that improper oiling causes most of the trouble that spoils showings. The Pageant's permanent pre-lubrication totally eliminates the problem!"

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"Our service records prove that faulty lubrication is the No. 1 'gremlin' in projector breakdowns. Permanent lubrication keeps Pageants operating for longer periods between servicing and relieves people responsible for them of one more important detail."

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Culver's
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Photoart Visual Service
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"Schoolteachers and administrators in my area agree on one thing: They want a projector that requires as little maintenance as possible. The permanently pre-lubricated Kodascope Pageant Projector has certainly proved to be the ideal answer, and we are happy to recommend it!"

J. E. Lewis
Lawrence Camera Shop
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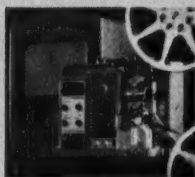
There's a "plus" in the Pageant that will save you money!

No matter how well a projector is designed, agree audio-visual experts, over- or underoiling accounts for more projector breakdowns . . . for more out-of-service time . . . for more expense in maintenance . . . than any other single cause. But lubrication is *never* a problem with a Kodascope Pageant Sound Projector. Every one of Kodak's complete line of Kodascope 16mm. Projectors is *permanently* pre-lubricated at the factory—an exclusive 16mm. Kodascope feature that eliminates completely this chief cause of wear and damage to projection equipment.

The projector shown in an art-instruction class, above, is the standard Kodascope Pageant Sound Projector—the economical first-choice machine for all-around sound-and-silent projection in classrooms and assembly halls. Permanent pre-lubrication is just one of the important benefits this fine projector affords. You'll find that it screens films with exceptional sharpness and brilliance . . . that it reproduces sound with amazing high fidelity . . . and that its light weight and simplified design make it truly outstanding in ease of operation.

The standard Pageant lists at \$400 with 8-inch speaker in a single easy-to-handle case. For full information about the Pageant . . . or any of the other projectors in the Kodak line . . . call your Kodak Audio-Visual Dealer or mail the coupon below.

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NEWS...

been paid as of June 30, 1953, the House bill as originally passed authorized the payment of \$95,000,000. In the compromise that came out of Senate-House conference the amount to be paid in back entitlements was reduced to \$55,000,000. A further limitation imposed is that the federal government will pay only 70 per cent on back entitlements, the argument being that this reduction takes account of the cost of minimum facilities.

To administer the two new titles

added to Public Laws 815 by H.R. 6049 the Congress appropriated \$70,000,000. No appropriation was made to pay back entitlements under the old Title II, and the authorization of \$55,000,000 in H.R. 6049 remains an empty promise until Congress takes further action in a supplemental appropriation bill next year.

The extension of Public Law 874 until 1956 also introduced some restrictions into the present program. One of the more controversial of these is the

so-called "absorption" clause which requires a school district to absorb part of the cost of educating federally connected children. This will be done by excluding from the computation of each district's payment 3 per cent of the total number of nonfederally connected children enrolled.

Two improvements in existing law have been made by H.R. 6078. One is to allow school districts to have their payments computed on the attendance data for the preceding school year rather than for the current year. This will bring federal practice more into line with state practice in making payments to local districts. The other major improvement is that H.R. 6078 establishes a minimum local contribution rate as the basis for computing federal payments. Under this provision the local contribution rate for a local school district cannot be figured at less than 50 per cent of the average per pupil expenditures from all sources made by all school districts in the state where the district is located.

Boston's First Educational TV Station Licensed

BOSTON.—Boston's first educational television station has been licensed to operate on Channel 2 and assigned to the Lowell Institute Cooperative Broadcasting Council, Ralph Lowell, trustee of the Lowell Institute, announced recently.

He expressed a hope that the station would be on the air by Oct. 1, 1954.

Five hundred thousand dollars for construction has already been made available by the Twentieth Century Fund, the Filene Fund, the Lincoln and Therese Filene Foundation, and the Ford Foundation. However, the \$200,000 necessary for operating expenses is yet to be raised, Mr. Lowell said.

Participating in the station's broadcasts will be Harvard University, the Massachusetts Institute of Technology, Boston College, Boston University, Tufts College, Northeastern University, the Boston Symphony Orchestra, the Boston Museum of Fine Arts, and the New England Conservatory of Music.

1952-53 School Enrollment Up 1,400,000 Over Previous Year

WASHINGTON, D.C.—Estimates of school enrollments released in July by the Census Bureau show that about 32,000,000 persons were enrolled in school or college at the beginning of the

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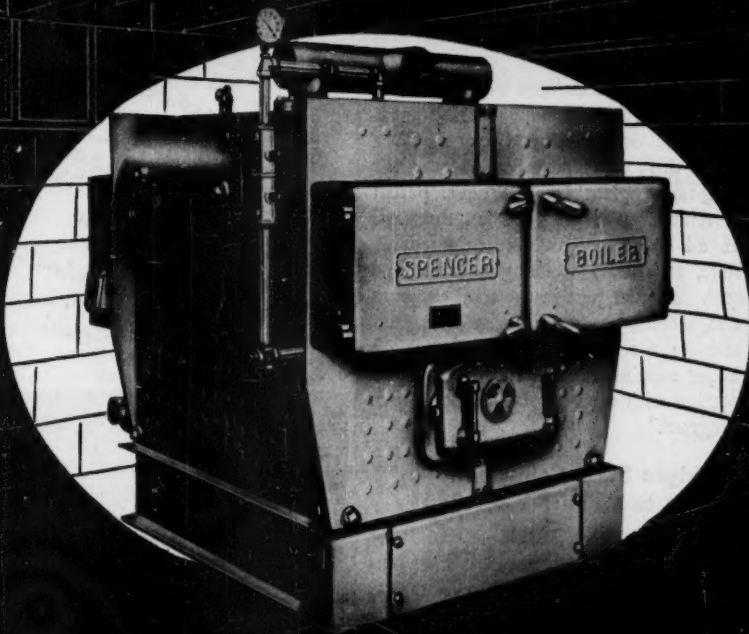
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Emphasizes and illustrates the dangers of war trophies and explains procedures to follow in making such trophies harmless.

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Movements of the Continental Army and Navy from 1775 to 1783. Highlights battle of Vancour Island, John Paul Jones, Yorktown.

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Discusses importance of cooperation of workers on any job; uses examples to illustrate good and poor methods of developing cooperation.

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NEWS...

academic year—a 1,400,000 increase over the previous year's enrollment.

A larger number of children enrolled in elementary schools accounted for two-thirds of the increase. Estimated 1952-53 elementary school enrollment was 22,800,000; high school, 7,200,000, and college, 2,000,000.

An estimated 99 per cent of children of compulsory school age were enrolled. The proportion of boys and girls under 18 enrolled in school was about the same. About twice as many men as women were enrolled in college—1,330,000 as against 680,000, the census showed.

Secretary Benson Calls School Lunch Conference

WASHINGTON, D.C.—Secretary of Agriculture Ezra Taft Benson announced that a meeting on administration of the National School Lunch Program will be held here September 28 and 29.

He said he believed a meeting of interested persons would be of great assistance on two broad fronts. "We want this group first to recommend long-range plans for the development of school lunch programs on the basis of all levels of government (federal, state, and local) working together and each doing its part in the total program and, second, to supply advice and guidance to the agriculture department on major administrative problems in connection with the National School Lunch Program."

Michigan State College TV Station to Go on Air in 1954

EAST LANSING, MICH.—Officials of Michigan State College here have announced that the college television station, WKAR-TV, will begin transmitting early in 1954.

The station will operate on ultra-high frequency channel 60 with an approximate fringe-area reception of 65 miles, according to W. H. Tomlinson, director of research and promotion of M.S.C.'s television development program.

Relief Due in Future for Bulging Schoolhouses

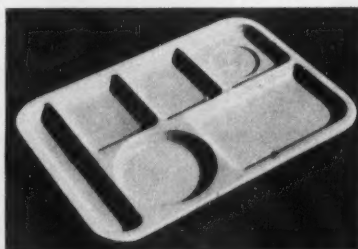
WASHINGTON, D.C.—Bulging schoolhouses may bulge less a few years from now. Census estimates reveal that marriages in 1953 will be only two-thirds the number in 1946.

Someday this may mean a drop in school enrollment.



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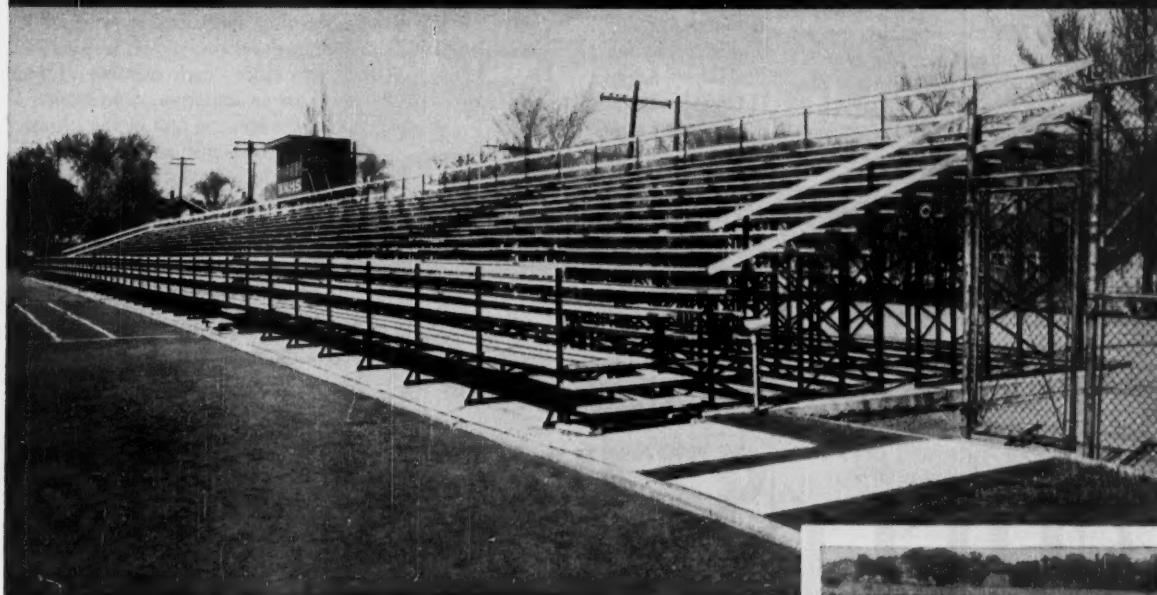
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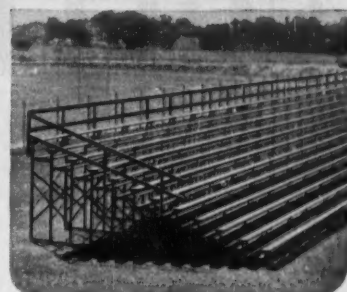


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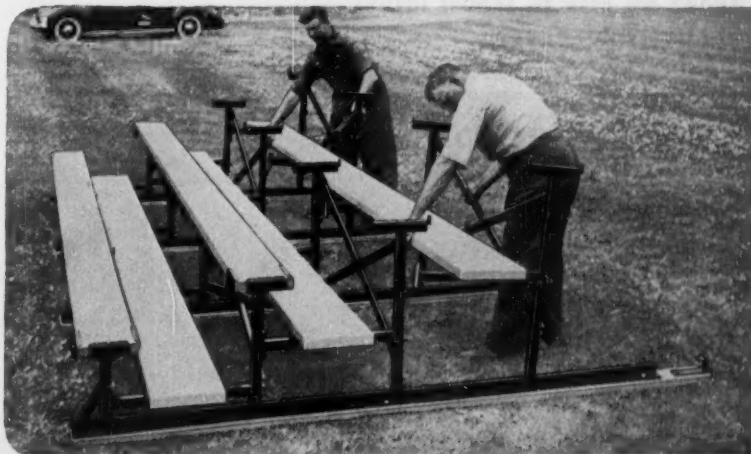
Viewed from every important angle . . . safety, structural strength, simplicity of assembly, comfort, long life, selectivity of sizes . . . these grandstands (built to hold more than 4 times the rated live weight load) always meet and usually surpass the most rigid requirements. Erected on concrete slabs or foundations, they make truly permanent installations. Mounted on 2" x 6" ground sills, they are easily portable from one location to another . . . indoors or outdoors. Yes, *Universal Steel Grandstands*

meet every seating need. So don't delay. Arrange to accommodate the crowds by increasing seating facilities this safe, economical way. Just select the plan you need from table below or send us your specifications. Complete catalog and prices free on request.



Elevated type (above) has 40" walkway across front. In the conventional type (inset), first row seats are 16" above ground level. Both types provide 18" leg room and 24" front to back per row.

TYPICAL SEATING PLANS (Many other sizes and group lengths available)				
PLAN	No. 1	No. 2	No. 3	No. 4
Length	90' 0"	138' 0"	198' 0"	234' 0"
Rows High	8	10	10	12
Capacity	520	1000	1430	2028



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No special tools are needed to erect *Universal Portable Steel Grandstands*. They are easily assembled and just as easily knocked down for moving from one location to another . . . indoors or outdoors.

NEWS...

Leadership by Educators Essential in New TV Medium

SYRACUSE, N.Y. — Speaking to the students and faculty at Syracuse University, Robert T. Rock Jr., visiting professor, said educational television is doomed to failure if educators permit Hollywood and Broadway to dominate the production of educational programs.

"The early promise of educational films and of educational radio has never been achieved to an important degree largely because educators as a group ab-

dicated leadership to Hollywood producers who are accomplished in the entertainment field but are unaware of the requirements for effective instructional programs," he said.

Unless educators, psychologists and measurement experts are willing to come to grips with the practical problems involved in utilizing television for educational purposes, he added, "the terrific potential influence of television to benefit and improve our society will never be realized."

Dr. Rock said that teamwork between commercial television producers and learning specialists is essential for the best development of instructional programs since "each member of such a team has an important contribution to make." He sees the task of the educator and the psychologist as one of defining goals, selecting appropriate materials and planning instructional technics while the job of the TV specialist is to weld all these into an interesting whole that will have high visual impact.

Classroom Teachers Stop Support of UNESCO Gift Coupon Plan

WASHINGTON, D.C. — The Department of Classroom Teachers of the National Education Association announced that its executive committee has suspended its support of the UNESCO Gift Coupon Plan in the United States, following action taken at Miami Beach July 3.

In explanation of its action the committee stated: "The executive committee believes in the UNESCO Gift Coupon Plan in principle and has given it loyal and substantial support since its inception. This action to suspend its support was taken because of the continued and increasing dissatisfaction with its working relationship with the UNESCO relations staff of the Department of State.

"The executive committee agreed that its support for worthy, international projects will not be decreased, however, but will, in fact, be extended to include worthy long-range projects."

Bulletins on Income Tax Published for Teachers

WASHINGTON, D.C. — The National Education Association's research division has published a series of bulletins to help teachers with questions about federal income tax deductions.

Prepared as a personal guide to teachers, the series presents some of the special rulings published by the federal Bureau of Internal Revenue, court decisions, and other information helpful to teachers in determining their deductible expenses.

Among the topics covered in the series are educational expenses, gifts, awards, scholarships, fellowships, pensions and retirement annuities, professional expenses, professional services, temporary employment and sabbatical leave.

Copies are available from the research division, the announcement said.

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★ SHELDON SAFETY

... all belts, pulleys, countershafts, gears and motors are completely enclosed. Speed changes and gear-ratio changes are made by external shift levers.

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Timken "Zero-Precision" Tapered Roller Spindle Bearings (the absolute in accuracy) permit student work to ten-thousandths of an inch, and hold this accuracy without constant maintenance.

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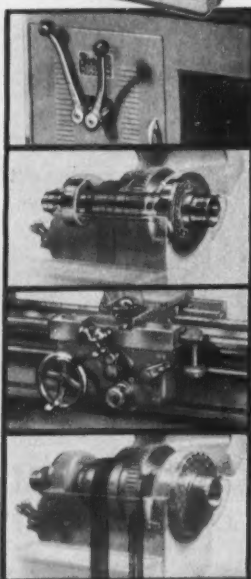
SHELDON-taught students are ready to operate standard industrial lathes—are familiar with standard controls and the "big lathe feel".

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The extra swing and greater collet capacity increase the range of possible student projects—from the "playing store" group to the practical. The extra power to the spindle, the speed range, weight and strength of SHELDON Precision Lathes permit heavy cuts, spinning and demonstration of correct use of new cast-alloy and carbide-tipped cutters.

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SHELDON MACHINE CO., INC.
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Treat Your Asphalt Tile Floors the New, Easy, Safe Way!

Now You Can Maintain Floors Daily
the magic HIL-SWEEP way
and Watch Dust and Dressing Vanish



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1. Can be used with safety on Asphalt Tile and all other types of floors, also walls, furniture, woodwork, or any surface from which dust or loose soil is to be removed.
2. Sprayed or brushed on, it picks up dust particles—then evaporates, leaving no residue, providing a dust-free floor with renewed lustre.
3. Contains *NO* emulsified oil. Leaves no oily residue to darken, discolor, soften or bleed colors.
4. Will not soften wax film.
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6. **NON-FLAMMABLE**—has *no* flash point yet will not freeze. Rags saturated with the solution will not burn, eliminates fire hazard in use or spontaneous combustion of mop in storage.
7. Won't load mop. After using, simply shake out the brush or cloth and it's ready to use again. Saves on laundry and dry cleaning bills.

On your Staff... not your Payroll

There's a Hillyard floor expert near you. Write for his **FREE** help on any floor problem.



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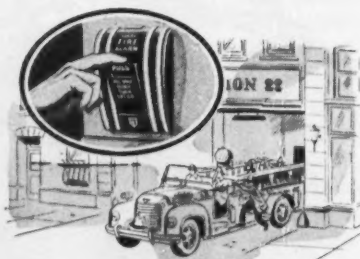


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The Edwards Fire Alarm System, installed in thousands of American buildings, is one of the many dependable Edwards services that make your life easier, safer, more comfortable . . . through better communication. Edwards Company, Inc., Dept. NS-9, Norwalk, Conn.



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The Edwards Fire Alarm System is the modern way to fight fire faster . . . fire protection at its best! Simple, positive action—one swift pull-and-release places the call. No chance of non-alarm because of haste or panic.

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NEWS...

President Eisenhower Signs Educational Measure



President Eisenhower signs Public Law 141, which authorizes educational films to be sent through the mails at the same low rate allowed for books. The new legislation enacted by the 83d Congress is expected to save educational institutions an estimated \$3,500,000 annually. Representatives of educational organizations and congressional sponsors looking on as the President signs the bill are (l. to r., seated) Rep. Katharine St. George (R.-N.Y.) and Rep. Edward H. Rees (R.-Kan.); (standing) Ernest Giddings, assistant director, N.E.A. Division of Federal Relations; James L. McCaskill, executive secretary, N.E.A. Legislative Commission; Sen. Frank Carlson (R.-Kan.); Irving C. Boerlin, Pennsylvania State College, executive secretary, Committee on Equitable Postal Rate for Educational Films; Julia Bennett, American Library Association, and James McPherson, director, N.E.A. Division of Audio-Visual Instruction.

Schools to Observe 50th Anniversary of Flight

WASHINGTON, D.C.—A detailed program throughout the country is being developed by leading educators for the schools to take part in the year-long 50th anniversary commemoration of the Wright Brothers' first flight, Lt. Gen. James H. Doolittle (AFR), chairman of the National Committee to Observe the 50th Anniversary of Powered Flight, has announced.

Herold C. Hunt, graduate professor of education, Harvard, who was named chairman of the educational subcommittee, declared:

"Not only this group but all educators are keenly interested in the 50th anniversary of flight. We are developing a detailed program for schools which will be of lasting benefit to the advancement of our youth, not only in an educational way but also in the development of worth-while interests which strengthen their appreciation of patriotic and moral values."

Serving with Dr. Hunt on Gen. Doolittle's 75 member national committee are: Mrs. Sarah C. Caldwell, president of the National Education Association, and Lawrence G. Derthick, superintendent at Chattanooga, Tenn., and Virgil M. Rogers, dean of the school of education, Syracuse University, the president and immediate past president of the A.A.S.A.

A.S.C.D. 1954 Convention to Meet in Los Angeles

WASHINGTON, D.C.—Site of the ninth annual conference of the Association for Supervision and Curriculum Development, N.E.A., has been changed from San Francisco to Los Angeles, the association announced recently.

The meeting will be held jointly at the Hotels Statler and Biltmore, March 7 to 12. Theme for the conference will be "Creating a Good Environment for Learning."

Difficulties relating to housing made the change necessary, the announcement explained.

Specify Edwards and Be Sure

America's schools run more smoothly . . . America's school children are better protected thanks to Edwards.



Edwards Automatic Clock and Program Control Systems, models of precision engineering, regulate school traffic with split-second accuracy. This ingenious system requires no master clock, no mercury pendulums, rectifiers, condensers or radio tubes. Built around the famous dual-motored Telechron movement, Edwards Clocks are synchronized to ever accurate incoming alternating current . . . one or a hundred timepieces keep perfect time together. Virtually error-free, they run for years without costly servicing.



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NEWS...

Annual Pupil Survey Shows Televiewing on Increase

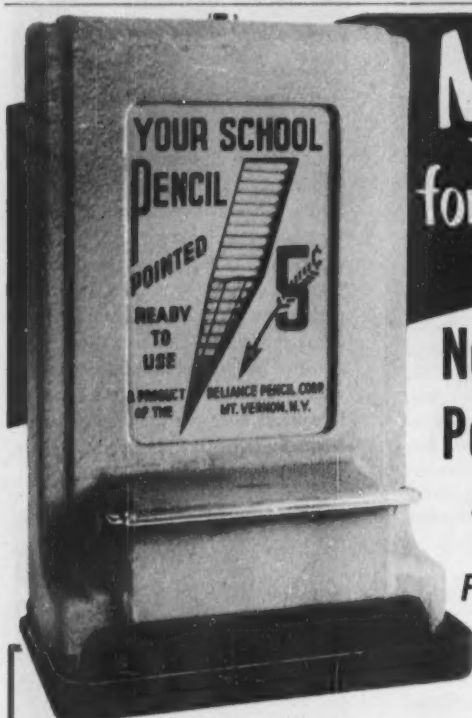
EVANSTON, ILL.—Reporting on his fourth annual study of television, Prof. Paul Witty of Northwestern University told a sectional meeting of the Reading and Language Arts Conference here that television viewing since 1950 has been on the increase.

Professor Witty said elementary pupils spend an average of more than 22 hours a week watching television—an increase of more than an hour a week

since 1950, while the average for high school students increased from 14 to 17 hours a week. Viewing by teachers jumped three hours a week, from nine hours in 1950 to 12 hours in 1953.

"Excessive viewing of TV seemed to be associated with somewhat lower academic attainment," Dr. Witty said. His study showed the amount of time devoted to TV by pupils in the lower fourth of the group in educational attainment was 26 hours while that of the upper fourth was 20 hours a week.

Suggesting solutions for the problems raised by increased televiewing by school-age children, Dr. Witty recommended that parents and teachers (1) try to offer boys and girls abundant opportunities for varied play activities and creative pursuits of many kinds; (2) study children's leisure activities and offer constructive suggestions for balancing recreation programs; (3) set up a family or school council to suggest effective ways of budgeting time and to establish criteria for selecting TV programs; (4) help children to become better and more interested readers; (5) become acquainted with children's habits relative to TV, movies, radio and comic books and offer guidance in choosing better materials; (6) lead children to evaluate the worth of TV and radio programs, movies and comic books; (7) strive to improve the offerings on TV and radio, and (8) discuss interesting books with children and try to relate favorite TV programs to good reading.



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*Provides Easiest Way
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Fund-Raising Problems!*

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With your first order, you receive the automatic and fully guaranteed Reliance Pencil Vendor... plus 10 gross of top-quality pencils. The pencils bear your school's colors and are imprinted with the name of your school... at no extra cost.

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For this first order, you'll pay \$69.50 and get a return of \$72.00. Thereafter, you pay a mere \$35.00 for each additional ten gross order (worth \$72.00)... thus netting a \$37.00 profit per order.

Trouble-Free Operation

There's nothing to do but sit back and collect the profits! The Reliance Pencil

Vendor is of fool-proof design. Has only two moving parts—nothing to jam or break. Installed easily. Requires no upkeep and is serviced by students in many schools. Measures 16½" high by 6½" deep by 10½" wide. To place your order or for further information mail the attached coupon today.

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Please send ☐ Pencil Vendor(s) with 10 gross of pointed pencils at \$69.50 each.

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Conference on Citizenship to Be Held September 17 to 19

WASHINGTON, D.C.—The National Education Association and the U.S. Department of Justice, co-sponsors of the eighth National Conference on Citizenship, have announced that the conference will be held here from Citizenship Day, September 17, to September 19.

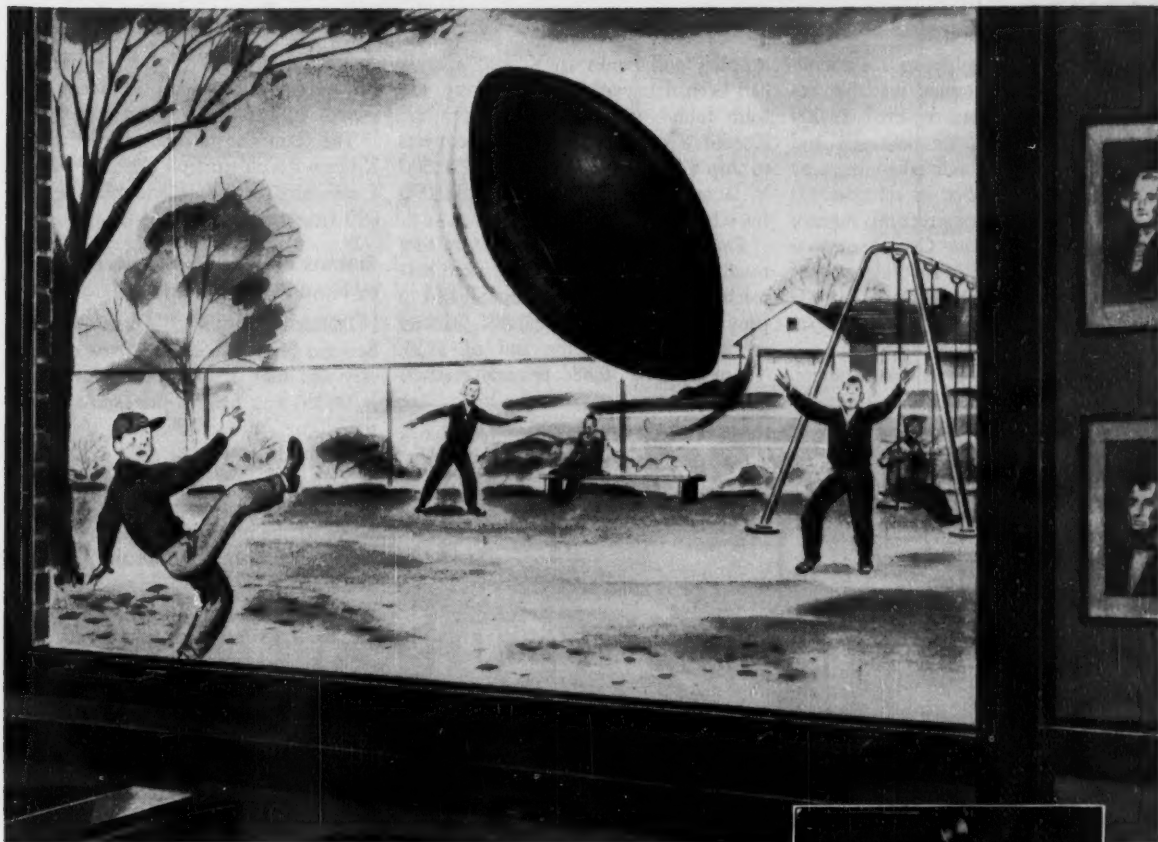
Major addresses will be given by Henry Cabot Lodge Jr., U.S. representative to the U.N. and representative in the security council; William A. Early, N.E.A. president, and Herbert Brownell Jr., U.S. Attorney General.

Educational Team Recommends Five-Year Plan for Korea

UNITED NATIONS, N.Y.—To rebuild Korean schools destroyed by the war and to make changes in the country's underdeveloped education system, a five-year plan has been recommended to the United Nations' Korean Reconstruction Agency by an international team of six educators.

The six-man team, chosen by UNESCO, has as its head Donald P. Cottrell, dean of the college of education of Ohio State University. Also on the team is another citizen of the United States, Dr. Arthur N. Feraru of Lynbrook, N.Y.

Seeking the basis of Korea's educational problems, the educators have recommended 20 priority projects. In these they have stressed the need for



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Tuf-flex for school windows is $\frac{1}{4}$ "-thick plate glass, heat tempered during manufacture to withstand greater impact.

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NEWS...

rebuilding and reequipping classrooms. Of the 42,000 classrooms available before the war, the team reported, 29,000 had been destroyed or damaged and another 4500 had been taken over by the military, the police or refugees.

The Korean Reconstruction Agency and the United Nations' Civil Assistance Command have rebuilt 1000 classrooms. Another 1200 will be restored to use through the agency's \$6,500,000 program.

Eighty per cent of the equipment,

supplies and books in Korean schools had been destroyed in the fighting, the team found. To aid this situation the Korean Reconstruction Agency expects to ship \$200,000 in books and \$240,000 in laboratory equipment and \$500,000 for school supplies.

Emphasizing the urgency of raising teaching standards, the group asked that teacher-training centers be established to provide 41,000 newly qualified primary school teachers by the end of 1953. There are now 30,886 primary teachers

conducting classes, of whom 14,000 are not properly certified, the team estimated.

The team also recommended that the Korean Reconstruction Agency publish a standard dictionary and provide 15,000 free copies.

Britons Ponder Chalkboards in Nine Bright Colors

LONDON, ENGLAND.—A campaign to ban the black blackboard from elementary and high schools of Great Britain is under way by the Education Ministry. The ministry would substitute chalkboards of nine brighter colors.

Yellow, green, blue, maroon or various shades of these colors were proposed by the ministry's bulletin advising local educational authorities of the change.

A Ministry spokesman, commenting on the gloomy atmosphere resulting from a black blackboard, said the new practice will be beneficial "just as the modern scheme of playing music during the milking periods has succeeded in producing more contented cows."

In an editorial congratulating the Education Ministry on this "humane" reform, the *London Times* commented: "What is the good of having a bright blue blackboard if the pedagogue who uses it and who, in almost every case, is a larger and more conspicuous object than the board itself, continues to be enveloped in a long black gown?"

"It certainly seems pointless to jazz up blackboards and at the same time leave the pedagogue in his sable shroud sticking out of this dainty, refreshing color scheme like a prune in a helping of fruit salad."

One-fourth of the 230,000 teachers in British state schools wear black gowns as a symbol of higher education degrees.

University of Chicago Changes to More Conventional Program

CHICAGO.—The decision of the University of Chicago to return to a conventional four-year undergraduate program will be enforced. Protests submitted to the school's ruling body, the senate and council, have not altered the original intent of the university to change its program.

The former program, which allowed high school students to enter the university college after completing two years of high school, will not be eliminated altogether, Lawrence A. Kimp-

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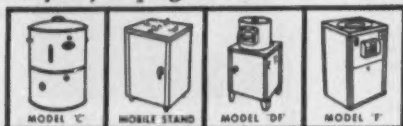
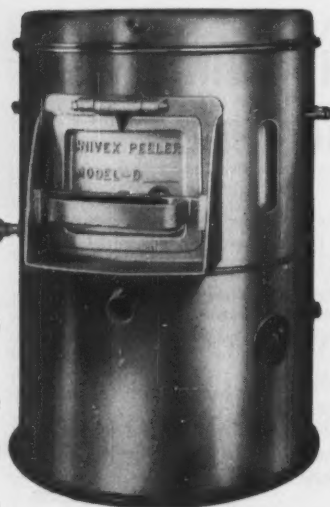
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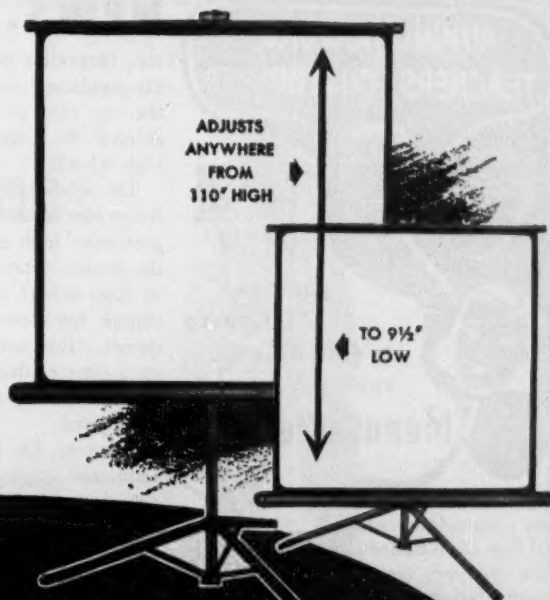
For darkened rooms, New RADIANT "Educator" with full height adjustment

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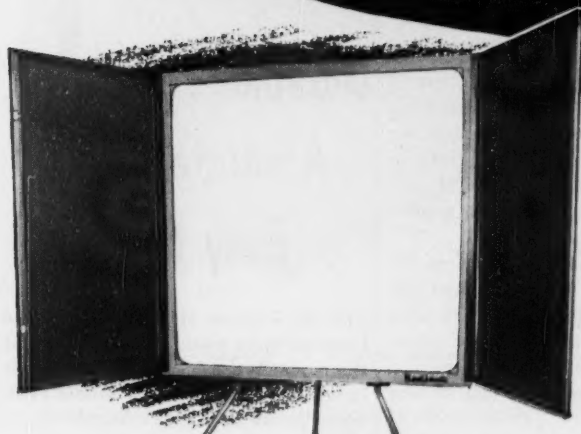
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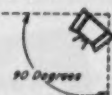
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NEWS...

ton, chancellor of the university, said. He explained that since the end of the war most of the students who had entered the college were graduates of high schools.

The newly approved plan will require four years of study for a bachelor's degree after high school graduation. For the student who enters after two years of high school to obtain a bachelor's degree, five years of study will be required. The new plan reduces study for a master's degree to a year; formerly a master's degree was awarded after three years.

However, Dr. Kimpton has said that additional courses of study under the new arrangement probably will begin in the fall of 1954 and that students entering in the coming fall term will be able to take degrees under the new provisions.

Teachers Eligible for Defense Housing

SAN DIEGO, CALIF.—A long-sought ruling allowing teachers to occupy private defense housing projects has been passed by the Los Angeles area office of the Federal Housing and Home Finance Agency. Under this ruling, the San Diego unified school district has been made eligible for defense housing in the city's critical defense area.

Elementary Schools to Receive Teaching Aids on Aviation

WASHINGTON, D.C.—Elementary classroom teachers will soon have a wealth of resource units and teaching aids on the impact of the airplane on life in the United States and the world.

This promise comes from the aircraft manufacturers and men and women interested in aviation education.

After the first "urgent needs" of the elementary schools have been met, the aviation minded educators will develop teaching and learning units for secondary schools and the colleges. Eventually, much of the material will find its way into textbooks.

The effort will be paid for by the Aircraft Industries Association and will be guided by the National Aviation Education Council's committee on materials of instruction.

To underscore the seriousness with which the aircraft manufacturers are launching the program, the Aircraft Industries Association said that two boards have been set up to oversee the work—a policy board and a planning



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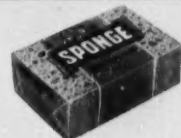
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NEWS...

board. "Working groups of teachers" will be assigned the task of developing the resource and teaching units. Materials will first be planned for Grades 1 through 8.

Leslie A. Bryan, president of the N.A.E.C., said there has never been adequate interpretation of the effects of the airplane on our daily lives. Individual airlines have produced materials from time to time and "sporadic efforts" have been made by educational groups to interpret the impact of aviation on

the world's populations. But, adds Admiral DeWitt C. Ramsey, president of the Aircraft Industries Association, this is the first time a long-range, well financed plan has been undertaken.

Survey of the Superintendency Completed in New Jersey

NEW YORK.—Results of a survey of New Jersey school superintendents have been released here by the Middle Atlantic Cooperative Program in Educational Administration. Approximately 96 per

cent of the superintendents in New Jersey participated in the study, according to Daniel R. Davies, director of the program.

Results show that the median New Jersey superintendent is 49 years of age and has spent 28 years in the service of education. The master's degree has been earned by 92 per cent of the superintendents, and 22 per cent also hold the doctorate. Eleven per cent were new to their positions during the school year 1951-52, while 71 per cent were on tenure, serving at least the fourth year in their present position.

Survey data show that more than half of the superintendents, when elected to their first superintendencies, were serving as elementary or high school principals. From the data collected by special intervisitation teams it seems evident that problems of instructional supervision are most prevalent in the state. "In many districts the problem is intensified by the necessity to hire new teachers each year because of the rapid increase in school population and the heavy turnover of teachers resulting from low salaries."

The report concludes that the superintendent's responsibility is that of exercising real leadership within the school district. "He works through the medium of people and becomes more and more a general practitioner who works through specialists."

School Trips Are Now Major D.C. Enterprise

WASHINGTON, D.C.—The greater national capital committee of the District of Columbia board of trade claims this is a record year for school children coming to Washington. In past years about 300,000 young people have made organized tours of the capital city between March and June. A check of hotels, sightseeing companies, and the guides at the Washington Monument shows a sharp increase over last year's visitors from schools. More than 6000 groups came this year, with an average of 50 youngsters to a group.

Is it worth it? In spite of a certain amount of vandalism and what passes for youthful high jinks, hotel managers seem to be encouraging the school trade. The Greater National Capital Committee and the N.E.A. travel service are planning a reprint for fall distribution of "Destination: Washington, D.C.," a handy guide of do's and don'ts for school administrators and class sponsors.



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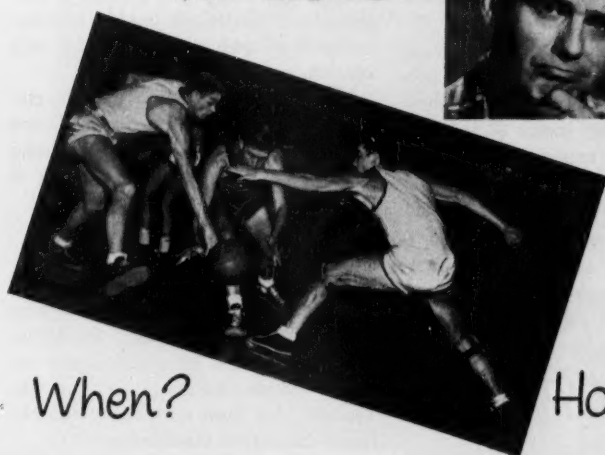
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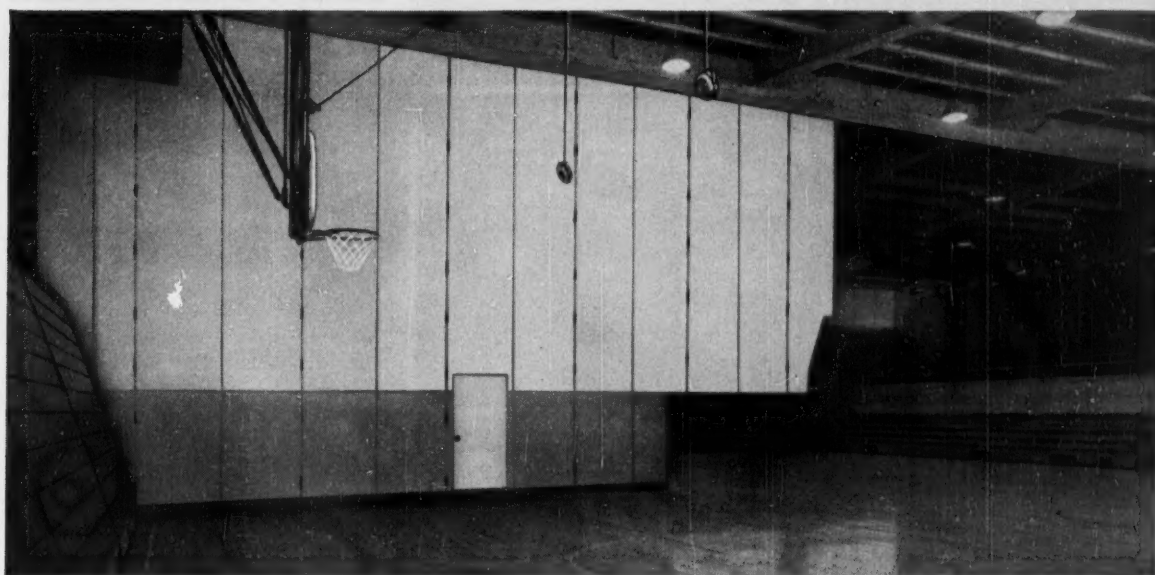


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How?

Where?

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back providing more clear space for teaching purposes.

And Horn equipment provides adequate space for exhibition games. Partitions fold back, seats extend easily. Automatic locking and direct floor support for each seat and foot board assures safety. All Horn equipment gives you years of trouble-free service.

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NEWS...

A letter to one of these two organizations can save a lot of headaches and make a trip to Washington a pleasant memory.

Testing Service Reports Trends in Pupil Evaluation

PRINCETON, N.J.—"Tests, like some of the wonder drugs of medical science, have been overused," according to John E. Dobbin of the Educational Testing Service, Princeton. Mr. Dobbin sees testing of pupils as part of the learning

process, as contrasted with tests which are periodic barriers that must be surmounted in order to escape punishment or stigma.

Current practice is toward making scientific testing only a part of a program of continuous evaluation which includes many other means of assessing pupil growth, he explained. Complete abolition of examinations is impossible, despite their misuse, Mr. Dobbins said. He predicts that tests will "drop off to a bare minimum" as schools give more

attention to evaluating the individual student's requirements but cautions that "schools do occasionally encounter serious administrative or public relations problems in which tests offer the only solution."

Mr. Dobbin said that greater emphasis on student evaluation indicates that "the permanent and most useful rôle of measurement in education is now discernible."

N.E.A. Publishes Series to Give Teachers Research Findings

WASHINGTON, D.C. — A 32 page booklet, "Teaching Reading," by Arthur I. Gates, the first of a new series entitled, "What Research Says to the Teacher," has been released by the National Education Association.

This series will bring to the teacher the gist of educational research in clear language related to classroom problems, according to an N.E.A. announcement. Two other issues dealing with arithmetic and spelling are scheduled for fall release.

35,773 Korean Veterans in School Under G.I. Bill

WASHINGTON, D.C.—The Veterans Administration announced that as of June 30, 1953, the veteran enrollment in schools below college level was 35,773.

Veterans attending elementary and secondary schools, according to this report, represent about one-third of all Korean veterans in school participating in Public Laws 894 and 550.

Textbook Expenditures Increased in 1952

NEW YORK.—According to the American Textbook Publishers Institute, textbook expenditures in 1952 increased 22 cents over 1951, averaging \$3.31 per elementary and secondary student.

On the national scale, the estimated increase amounted to \$152,350,000 for 1952 (a 12.7 per cent sales increase over 1951). The 1951 total was \$141,550,000.

New York City Schools Plan \$100,000,000 Building Program

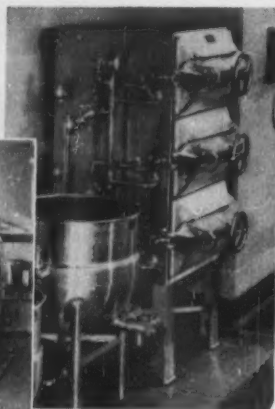
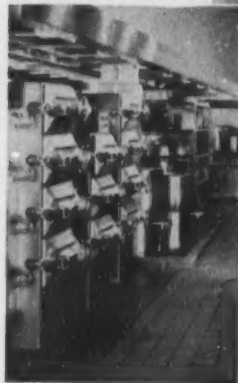
NEW YORK.—The New York City Board of Education has announced that cost of a proposed building program for 1954 totals \$100,000,000.

Construction of 30 new schools will account for \$65,680,000 of the proposed amount. The board also wants to allo-

and again in
1953
the majority of Institutions
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Each year since the Institutions Food Service Contest was started 7 years ago, a substantial majority of winners have been STEAM-CHEF users. This year, besides the other winners—

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It is also of interest that Steamcraft (junior-size) steam cookers appear on equipment lists of a number of 1953 Merit and Honor Award Winners.

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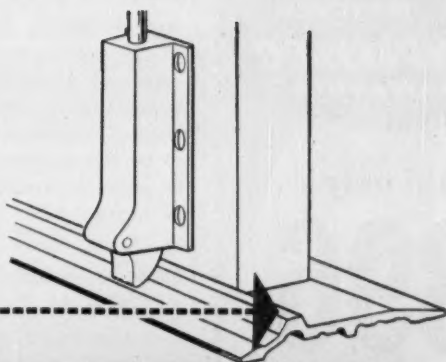
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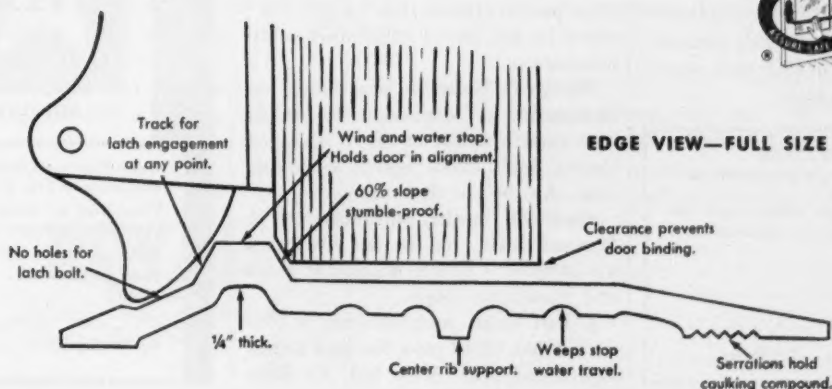
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Always specify Von Duprin Latch-Track Thresholds to give your clients strength and durability where it is needed most . . . a full quarter-inch thickness at the door stop—the raised point that must stand up against the constant wear and abrasion of daily traffic. Von Duprin Latch-Tracks are *made* for longer service. Compare these weights with any others: extruded bronze, 3.5 lbs./ft; extruded aluminum, 1.13 lbs./ft.

Von Duprin Latch-Track Thresholds are an important addition to the complete exit . . . another example of the complete, quality line of Von Duprin exit devices and auxiliary hardware engineered to work together . . . designed to provide "the safe way out!"

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STANDARD MODEL
 Washes well over
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People who best know efficient dishwashing operation — food dispensers of all kinds — suggested the improvements. Now . . . it's here — the new, improved Kewanee Dishwasher . . . still at the same low price!

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EASIER . . . FASTER DISHWASHING

Dishes are placed in basket; put in wash compartment. Here, turbulent action of water thoroughly cleanses. After sanitization in 180° rinse water, dishes air-dry quickly!

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NEWS...

cate \$20,000,000 for modernization of existing schools, \$10,000,000 for school sites, and \$5,000,000 for design and engineering projects.

Of the 30 schools to be built, 16 are to be elementary schools, eight are to be junior high schools, and two are to be high schools.

Folder on Modern Arithmetic Available for Community Use

WASHINGTON, D.C. — The N.E.A. has recently released another in its series of public relations pamphlets available for community use. Entitled "The Hound and the Hare," this little six page folder points out through the use of old familiar arithmetic headaches that modern schools have streamlined the teaching of arithmetic and no longer "strengthen the minds" of pupils with involved problems having no practical use.

"The Hound and the Hare" aims at helping to show the community that the arithmetic program of today's schools is not only different but better.

ABOUT PEOPLE

SUPERINTENDENTS . . .

David H. Moskowitz has been named associate superintendent of New York City schools. He has been a member of the school staff since 1916 and will fill a vacancy in the board of superintendents created by the recent death of Frederic Ernst. For the last 16 years Mr. Moskowitz has been an assistant superintendent assigned to the high school division.

S. H. Vaughter resigned as superintendent at Haskell, Tex., a position he had held for seven years, and C. D. Allen has been named his successor. Mr. Allen goes to Haskell from Sanger, Tex., where he had served seven years as superintendent.

Mervyn C. Nolte has been chosen superintendent at Gunnison, Colo. He has been superintendent of the Washington County high school system at Akron, Colo., for the last three years.

Frank D. Lawler, superintendent at Winsted, Mass., for the last five years, has accepted a similar position at Essex and Manchester, Mass.

J. Earl Bales, superintendent at Ansonia, Ohio, for 10 years, has been named superintendent at Linton, Ind. Mr. Bales

KYS-ITE molded plastic trays have up to 5 times the strength of ordinary plastics



Practically indestructible and quiet, these lightweight, easy-to-handle trays are used by more and more of the country's leading schools and colleges. Kys-ite trays won't shatter; they're tough to chip or damage with even the roughest handling. Their smooth, hard finish is mar and scratch-resistant . . . and so easy to clean! Can be sterilized indefinitely without dimming their lustrous red or brown colors or warping. Available in 10 sizes.

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FOR MANY YEARS, Royal has been the favorite typewriter of both teachers and students. For a number of reasons...

First, you know that in selecting typewriters, your first consideration is, "Which machine is best for students and teachers?"

The answer to that question is "ROYAL." Because Royal is *the* typewriter designed with the operator in mind. It is designed to help students learn, and to help teachers teach. And it is the machine students will find used in business more than any other.

Your second consideration must be, "Which typewriter is the most *durable*?" And again your answer is "ROYAL." Royal has never compromised with *quality*...only the very finest materials, workmanship and skill go into the making of Royal Typewriters. That's why Royals are the *sturdiest* typewriters, last longer on the job, and take less time out for repairs.

Then, of course, you'll want to know, "What kind of service does the manufacturer give?" Royal has over eight-hundred sales and service centers throughout the country, ready to give far more than skilled mechanical service. Royal salesmen give free instructional demonstrations and provide teachers and students with a wealth of typing and teaching aids.

These are some of the reasons why Royal maintains its Number-One position as the favorite typewriter in schools. And Royal enjoys the same kind of leadership in the business community, where Royals are preferred 2½ to 1 by those who type. Royal is truly the World's Number-One Typewriter!

The coupon will bring you or your typing classes a free demonstration. No obligation of course.

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STANDARD • ELECTRIC • PORTABLE
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Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

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School _____

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NEWS...

succeeds **O. L. Johnson**, who had been at Linton since 1944, and who has accepted the superintendency at Greencastle, Ind., where he will follow **Lee O. Zieg**, who resigned recently.

Gilbert V. DeMar has been appointed superintendent at Stockbridge, Mass.

Mrs. Alma Shipstead, superintendent for Daniels County, Montana, has resigned the position she has held for the last eight years.

Earle R. Seidner succeeds **Wade E. Miller** as superintendent at Middletown,

Ohio. Mr. Miller had been superintendent for 36 years. Mr. Seidner is the former director of secondary education at Lorain, Ohio.

C. V. Erdly, school administrator for 30 years, recently resigned the superintendency at Lewistown, Pa. He is being succeeded by **Richard H. Bartholomew**, supervising principal at Athens, Pa.

T. E. Lauderdale is the new superintendent at Cache, Okla. Mr. Lauderdale had served in a similar capacity at

Ninnekah, Okla., for five years before accepting his new appointment.

C. O. McKinney has succeeded **C. E. Ellison** as superintendent of the Reagan County Independent School District, Big Lake, Tex.

Hayes Holman has assumed his duties as superintendent at Centralia, Wash.

Dwight A. Erickson is the new superintendent for Warren County, Iowa.

William E. Bishop, assistant superintendent for Jefferson County, Colorado, has been appointed superintendent of schools at Englewood, Colo.

Lorel C. Coleman has been named superintendent at Petersburg, Ind., to succeed **Doyle Manhart**.

Harold Deever has been chosen successor to **Jess O. Cullison**, superintendent at Larned, Kan. For the last seven years Mr. Deever has been superintendent at Osage City, Kan.

A. T. Larson resigned as superintendent at Ulen, Minn., to accept a position as principal at Willmar, Minn. Mr. Larson had served as Ulen's superintendent for two years.

Clifton M. Hamm, a former high school principal at Fairfield, Me., has accepted the superintendency of the Fairfield-Benton school union, succeeding **Gwyeth T. Smith**.

John Bengamon, formerly principal of the high school at Wyandot, Ill., has been named superintendent at Plano, Ill.

James C. Bay, superintendent at Easton, Pa., has retired, and **Edward Tracy**, principal of Easton High School, has been named his successor.

Merle Crosby, high school teacher at Robinson, Ill., has been appointed assistant superintendent at Carrollton, Ill.

Emmett Moll has been named an assistant superintendent at Milwaukee. Prior to accepting the appointment, Mr. Moll was an instructor at the University of Illinois.

W. L. Morris has been appointed assistant superintendent at Comanche, Tex. Mr. Morris has been with the school system for the last seven years and for the last six years has been principal of the high school.

Charles Newman, superintendent of community unit schools at Hume, Ill., has been named superintendent at Paxton, Ill.

J. A. Sater is the new superintendent at Princeton, Minn. Mr. Sater's previous position was superintendent at Elbow Lake, Minn.

Leo Travis, business manager of the schools at McKeesport, Pa., has been



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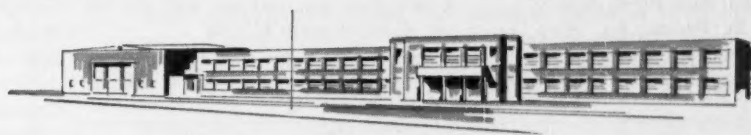
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NEWS...

elected superintendent there, succeeding the late **James H. Lawson**.

H. L. Scott Jr. has been appointed supervising principal at Belmont, Wis. Mr. Scott had served in a similar capacity at Granton, Wis.

Francis U. Smith, former superintendent at Rolette, N.D., is the new superintendent of Walsh County Agricultural High School, Park River, N.D.

Haids R. Pearce, for seven years superintendent at Smithville, Tex., is now superintendent at Littlefield, Tex.

He succeeds **J. C. Hutchinson**, who left July 1 to become superintendent at San Marcos, Tex.

C. Leslie Cushman, associate superintendent in charge of curriculum and teacher education at Philadelphia, has announced that he will retire in the fall.

Rufus A. Putnam, superintendent at Minneapolis since 1951, has been given a new three-year contract with the salary scaled to reach \$23,000.

Robert W. Cope has been named supervising principal of the J. Horace

Landis Joint Consolidated School, Schwenksville, Pa., succeeding **Alice Grebe**, who is retiring.

D. Lewis Shuker has resigned as superintendent at Oakmont, Pa.

Warren Page, a teacher at Cambridge, Ill., is the new superintendent there.

Herbert B. Smith has taken office as supervising principal of the Cazenovia Central School, Cazenovia, N.Y. Mr. Smith served from 1939 to 1953 as principal of the Columbia High School of the East Greenbush Central School, East Greenbush, N.Y.

Roderick E. Ayer has been appointed supervising principal of the Bloomfield Central School, Bloomfield, N.Y. During 1952-53 Mr. Ayer served as supervising principal of Onteora Central School, Phoenicia, N.Y. He succeeds **Daniel W. Cragg**, who was killed in an automobile accident last spring.

Neil McClure is the new superintendent at Richland, Wash., where he had been assistant superintendent. He succeeds **P. A. Wright**, who is retiring.

Allen L. Larson, former superintendent at Waubun, Minn., has been appointed superintendent at Mahanomen, Minn. Succeeding him at Waubun will be **Homer J. Bjornson**, superintendent at Plummer, Minn.

L. E. Morrison, former superintendent at Upland and Silver Creek, Neb., has been named superintendent at Wahoo, Neb., succeeding **Paul E. Seidel**, who had been head of the schools for 24 years.

G. E. Appel has been elected superintendent at Cooperstown, N.D., where he succeeds **Oswald Tufte**, who will go to Big Lake, Minn.

George Toops has been elected superintendent at Leonard, N.D.

Conan S. Edwards, supervising principal of John Edwards High School, Port Edwards, Wis., for the last three years, has accepted an appointment as superintendent at Ripon, Wis.

Thomas W. Chapman and **Robert T. Elliott** were appointed assistant superintendents at Modesto, Calif., following a reorganization of administrative positions.

IN THE COLLEGES . . .

Richard C. Lonsdale has been appointed to direct the program of training for educational administrators at Syracuse University, succeeding **Robert S. Fisk**, now dean of the school of education, University of Buffalo. Dr. Lonsdale was formerly director of the bureau of

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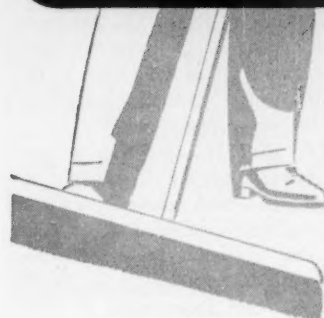
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NEWS...

school services and executive secretary of the Central New York School Study Council.



George D. Stoddard

by the board of trustees. Acting Presi-

George D. Stoddard, president of the University of Illinois, resigned last month after six years in office. His action followed a vote of "no confidence"

dent Lloyd Morey, comptroller of the university, will take over his duties on September 1.

Clarence B. Hilberry has been named president of Wayne University, Detroit. Formerly dean of administration, Dr. Hilberry has served as acting president of Wayne since David D. Henry resigned last September.

Ira Richardson, former president of Adams State College, Alamosa, Colo., has retired. Dr. Richardson had been president of the college for 25 years and

had served as a professor since his retirement from the presidency in 1950.

Detlev W. Bronk has resigned as president of the Johns Hopkins University to become the chief executive officer of the Rockefeller Institute for Medical Research.

William B. Axtell, associate professor of education at St. Lawrence University, Canton, N.Y., has been appointed president of West Virginia Institute of Technology, Montgomery, W.Va. Dr. Axtell has served on the St. Lawrence faculty since 1949.

Burton W. Gorman, high school principal at Indianapolis and a former superintendent at Connersville, Ind., has been named head of the education department at DePauw University, Greencastle, Ind.

Garvin H. Johnston, former superintendent and supervisor of high schools for the Mississippi Department of Education, is the new president of Pearl River Junior College, Poplarville, Miss. He succeeds R. D. McLendon.

Rev. Richard F. Ryan, S.J., has been appointed president of Regis College, Denver. Father Ryan had been at St. Louis University, St. Louis, before receiving his new appointment.

John E. King Jr., the dean of the Duluth branch of the University of Minnesota, has been named president of Emporia State Teachers College, Emporia, Kan., succeeding John E. Jacobs, who resigned to accept a position with the Kansas State Department of Education.

Stuart M. White succeeds Thomas A. Blakely as president of Fresno Junior College, Fresno, Calif. He has been principal of a high school there since 1946.

OTHERS . . .

Luther Evans, chief librarian of Congress, has been elected director-general of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

DEATHS . . .

John W. Hoffman, former president of Ohio Wesleyan University, Delaware, Ohio, died in July after a long illness.

David Henry Dodd, former superintendent at Berkeley County, West Virginia, died in July. Mr. Dodd had served the schools of the county for 51 years.

Lemuel A. Pittenger, president emeritus of Ball State Teachers' College, Muncie, Ind., died recently.



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COMING EVENTS

SEPTEMBER

15-17. National Conference of U.S. National Commission for UNESCO, Minneapolis.

17-19. National Conference on Citizenship, N.E.A. and U.S. Department of Justice, Washington, D.C.

30-Oct. 2. New Jersey Association of School Administrators, Atlantic City.

OCTOBER

8, 9. American Council on Education, Washington, D.C.

11-14. National Conference of County and Rural Area Superintendents of Schools, Omaha, Neb.

11-15. Association of School Business Officials of the United States and Canada, Cleveland.

19. Association of Urban Universities, St. Louis.

19-23. National Safety Congress and Exposition, Chicago.

26-28. Adult Education Association of U.S.A., second annual conference, New York City.

NOVEMBER

1-4. International Council for Exceptional Children, N.E.A., Portland, Ore.

8-14. American Education Week.

10-13. American School Food Service Association, seventh annual conference, Boston.

15-18. National Conference on Driver Education, N.E.A. Commission on Safety Education, East Lansing, Mich.

23-28. American Vocational Association, 47th annual convention, Chicago.

26-28. Southern Region, United Business Education Association, N.E.A., Birmingham, Ala.

26-28. National Council for the Social Studies, N.E.A., Buffalo, N.Y.

30-Dec. 3. National School Service Institute, Chicago.

DECEMBER

2-4. Mid-Century Conference on Resources for the Future, Washington, D.C.

1954

FEBRUARY

11-13. American Association of Colleges for Teacher Education, N.E.A., Chicago.

11-13. Department of Elementary School Principals, N.E.A., Atlantic City, N.J.

13-18. American Association of School Administrators, N.E.A., Atlantic City, N.J.

15-18. Department of Rural Education, N.E.A., Atlantic City, N.J.

20-24. National Association of Secondary School Principals, N.E.A., Milwaukee.

MARCH

2-5. Department of Audio-Visual Instruction, N.E.A., Chicago.

4-6. National Conference on Higher Education, Association for Higher Education, N.E.A., Chicago.

7-12. Association for Supervision and Curriculum Development, N.E.A., Los Angeles.

26-31. Music Educators National Conference, N.E.A., Chicago.

APRIL

1-3. National Science Teachers Association, N.E.A., Chicago.

JUNE

27-July 1. National School Public Relations Association, N.E.A., 19th annual meeting, New York City.

27-July 2. National Education Association, 92d annual meeting, New York City.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Elementary School Transfer. By O. W. Kopp. The nature and importance of the administrative problems arising from the mobility of the population and the transfer of pupils. Bureau of Publications, Teachers College, Columbia University, New York. \$2.50.

American School and University. Volume 25, 1953-54. The American School Publishing Corporation, 470 Fourth Ave., New York 16. \$5.

A Status Factor Approach to Leadership. By Melvin Seeman. A report of a pilot study of four Ohio school systems conducted under a grant from the Rockefeller Foundation to the

personnel research board of Ohio State University. Ohio State University, Columbus.

CURRICULUM

How to Become a Better Reader. By Paul Witty, professor of education, Northwestern University. Designed to help user increase reading speed, develop comprehension, improve vocabulary; adaptable to individual or group reading instruction. Science Research Associates, 57 West Grand Ave., Chicago 10. \$4.16 cloth, \$3.08 paper.

Selected Science Teaching Ideas of 1952. The result of the program of recognition awards for science teachers sponsored by the American

Society for Metals and conducted by the Future Scientists of America Foundation of the National Science Teachers Association. National Science Teachers Association, 1201 16th St., N.W., Washington, D.C.

Interscholastic Athletics. By George E. Shepard, professor of physical education, University of North Carolina, and Richard E. Jamerson, professor of physical education, University of North Carolina. Policies and procedures for the conduct of interscholastic athletics in a manner that will stimulate and result in educational benefits not only for the participant, but to the school and community as well. McGraw-Hill Book Company, 330 West 42d St., New York 36. \$4.

EDUCATIONAL PHILOSOPHY

Education and Social Integration. By William O. Stanley, professor of education, University of Illinois. Discusses educational theory and program from the standpoint of the requirements of society. Bureau of Publications, Teachers College, Columbia University, New York. \$4.50.

GUIDANCE

Practical Guidance Methods. By Robert H. Knapp, dean of student personnel services, University of South Dakota. Presents individual and group guidance techniques, health programs, techniques on grouping and guiding the continuous growth of children, and guidance needs of special groups of children. McGraw-Hill Book Company, 330 West 42d St., New York 36. \$4.25.

1953 Achievement Testing Program in Independent Schools. Educational Records Bulletin, No. 61. Includes a review of measurement programs in the largest school districts of the nation. Educational Records Bureau, 21 Audubon Ave., New York 32.

PUBLIC RELATIONS

Community Action for Education. The story of the Bronx Park community of New York City. By John W. Polley, assistant professor of education, Teachers College, Columbia University; Joseph O. Loretan, assistant superintendent of schools, New York City, and Clara F. Blitzer, associate, Institute of Administrative Research, Teachers College, Columbia University. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 102. \$1.75.

Moral and Spiritual Education in Home, School, and Community. A program aid for your P.T.A. prepared in cooperation with the Educational Policies Commission of the National Education Association and the American Association of School Administrators. National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago 5. Pp. 26. 25 cents.

SCHOOL LAW

The Law of Local Public School Administration. By Madeline Kinter Remmlein, assistant director, research division, N.E.A. Primarily directed to the school administrator; devoted entirely to legal principles, provisions and their interpretation. McGraw-Hill Book Company, 330 W. 42d St., New York 36. \$4.50.

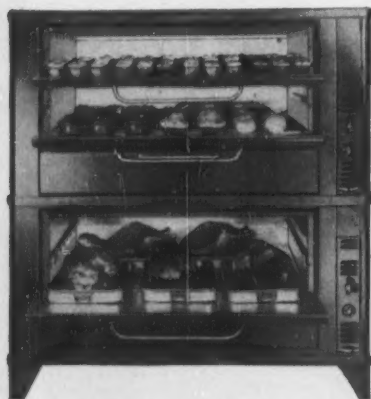
OF GENERAL INTEREST

Heresy, Yes—Conspiracy, No. By Sidney Hook, professor of philosophy, New York University. Argues that the defense of heresy is an essential part of the American tradition, while conspiracy is a movement outside normal educational and political processes. John Day Company, 210 Madison Ave., New York. \$3.75.

Quackery in the Public Schools. By Albert Lynd. An "attack upon malpractice in public education." Little, Brown & Company, 34 Beacon St., Boston 6. \$3.50.



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Good, sound citizenship . . . the American habit of thrift . . . a belief that a strong America is a secure America . . . a management that makes the Payroll Savings Plan available to *all* its employees—these are the reasons why more than 50% of Erie Railroad employees are enrolled in the Payroll Savings Plan.

For the same four reasons, more than 7,500,000 employed men and women in thousands of other companies are active members of the Payroll Savings Plan—their take-home savings in the form of U.S. Defense Bonds total more than \$150,000,000 per month.

Is your company in the "more than 50% participation" group? If it isn't, please bring this page to the attention of your top executive. Point out to him—

Two Simple Steps to a Successful Payroll Savings Plan

1. Phone, wire or write to Savings Bond Division, U.S. Treasury Department, Suite 700, Washington Building, Washington, D. C.
2. Your State Director, Savings Bond Division, will show your company how to conduct a simple person-to-person canvass that will put a Payroll Savings Application Blank in the hands of *every* employee.

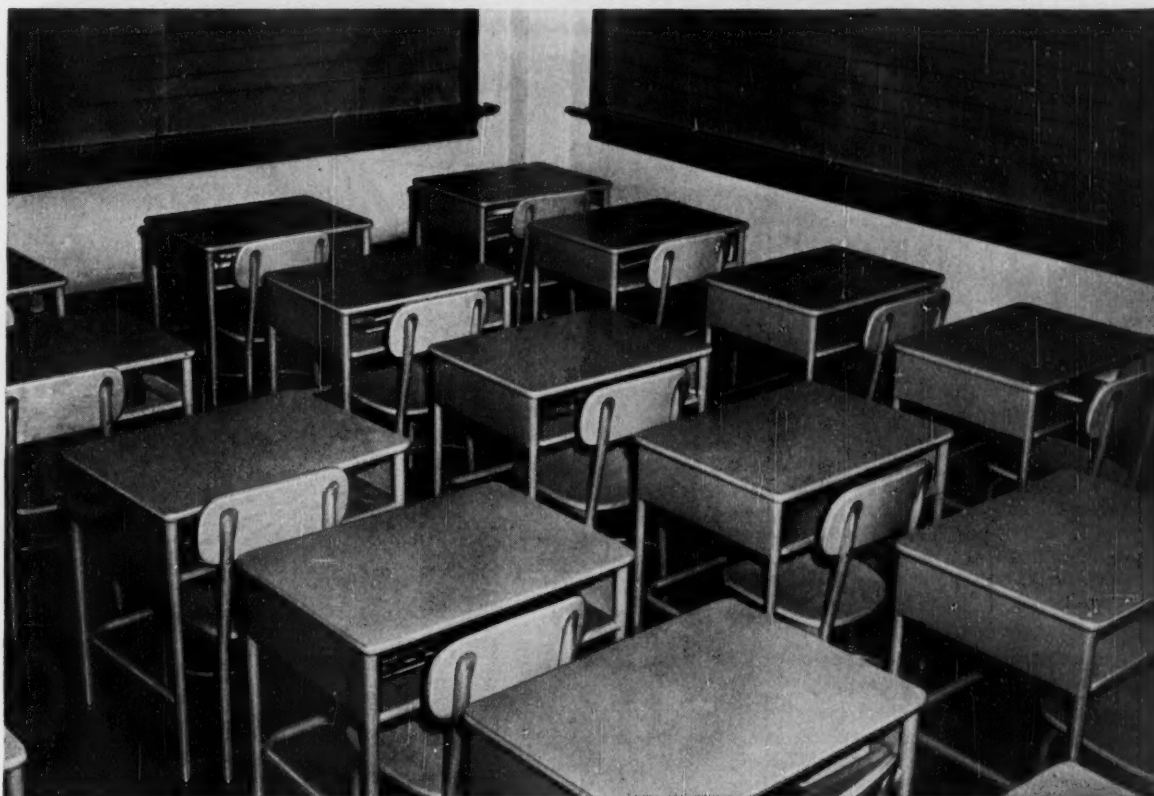
That is all management has to do. Your employees will do the rest. They, like the employees of the Erie Railroad, want to provide for their personal security and at the same time do their part in helping to keep America strong.

The United States Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.



"From now on... all our school desks will be G-E TEXTOLITE* topped"

says Mr. George Bibich, Principal, Brookston Public Schools, Brookston, Indiana



Textolite topped desks made by Irwin Seating Company

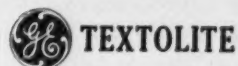
HERE in the first grade room of the Brookston public school, G-E Textolite tops are getting the toughest kind of a test. As a result of their performance, Principal George Bibich says: "From now on — all our school desks will be G-E Textolite topped."

And it's easy to understand his enthusiasm. No mars — no stains — desks topped with G-E Textolite continue looking brand new month after month — year after year.

They insure many more useful years for new desks—they add many more useful years when used to re-surface present desks. Ideal for cafeteria tables, work tables and other surfaces.

For installation information write your nearest Roddiscraft warehouse.

* Reg. U.S. Pat. Off.



Mar and scuff proof
Stainless
Wears like iron
Cleans like glass
Near perfect light reflectance
Reduces maintenance costs
Cuts down cleaning time
Encourages neat work

Available in a wide range of wood grain patterns and colors, including a pattern developed especially for use in schools.

NATIONWIDE Roddiscraft WAREHOUSE SERVICE

Cambridge 39, Mass. • Charlotte 6, N. C. • Chicago 32, Ill.
Cincinnati 4, Ohio • Cleveland 4, Ohio • Detroit 14, Mich.
Kansas City 3, Kan. • Los Angeles 58, Calif. • Louisville 10, Ky.
Marshfield, Wis. • Miami 38, Fla. • Milwaukee 8, Wis. • New
Hyde Park, L. I., N. Y. • New York 55, N. Y. • Port Newark 5,
N. J. • Philadelphia 34, Pa. • St. Louis 16, Mo. • San Fran-
cisco 24, Calif. • San Leandro, Calif.

Roddiscraft

RODDIS PLYWOOD CORPORATION
Marshfield, Wisconsin

Don't be tied to the wall!

FOLDING TABLE SETS

MULTI-PURPOSE ROOMS



ROL-FOL *

One of nine schools in Bellflower, California, equipped with ROL-FOL. Kistner, Wright & Wright, Architects and Engineers, Los Angeles.

INSTANTLY DETACHED:

Tables and/or benches are instantly and individually unlocked from the cabinet and rolled about for various groupings and multi uses. The same key that unlocks the table and benches from the cabinet to roll out and unfold, also unlocks the extended table and benches to detach from the wall.

INTERCHANGEABLE:

Any height table or bench will operate together in any cabinet, instantly interchangeable without tools.

MULTI USES:

In a matter of minutes the room can be set up for cafeteria, or rearranged for classes, assemblies, P. T. A. meetings, social functions, etc. This exclusive unlocking feature creates the multi-purpose room.

8 GRADED HEIGHTS:

Available in 8 graded sizes for all age groups. Standard table heights are 23" to 30", and benches 13" to 20", in increments of 1 inch.

NO STORAGE PROBLEM:

When it's "clear the decks", ROL-FOL is simply and easily rolled and folded into the steel cabinet, leaving the floor area 100% clear for other activities. Cabinet will fit in a 2 x 6 stud wall. Mounted on the wall, cabinet "sticks out" only 6".

EASILY INSTALLED:

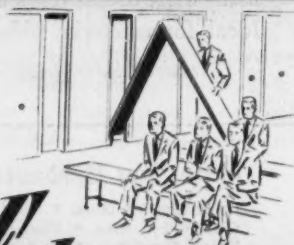
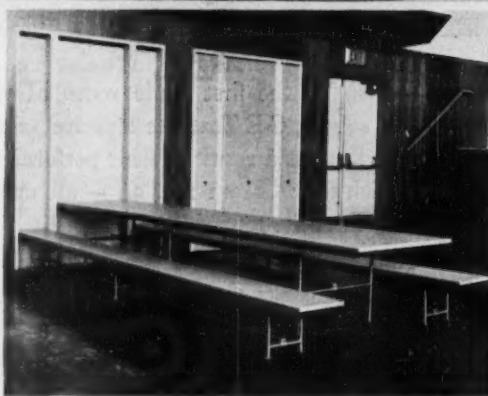
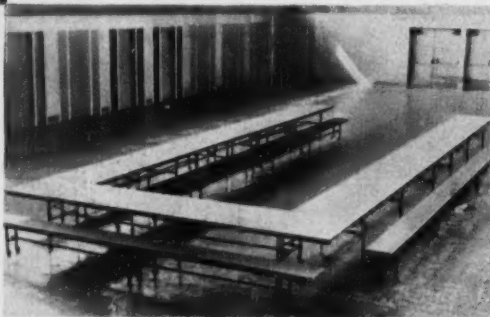
ROL-FOL is simple in design and operation. No trained mechanic needed. Requires approximately 1 man hour to install either "in-the-wall" or "on-the-wall" model.

QUALITY:

Made of the finest materials selected to fulfill each exacting requirement. NEW ... EXCLUSIVE ... CLEAN-LINED STYLING PLUS 100% FUNCTIONAL FLEXIBILITY. ROL-FOL adds to your school a fine piece of furniture.

COMFORTABLY SEATS 20 CHILDREN:

Table and benches are 13'-11 $\frac{3}{4}$ " long. Benches are 11 $\frac{3}{4}$ " wide; the table is 30" wide. These extra widths were designed to accommodate both children and adults.



8467 MELROSE PLACE
LOS ANGELES 46, CALIFORNIA

ROL-FOL *

PAT. APPLIED
FEDERAL TRADE MARK
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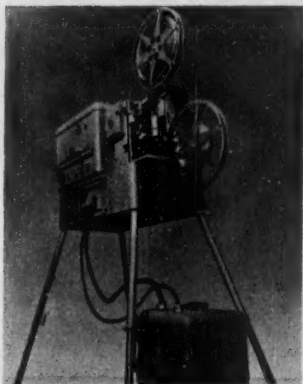
What's New FOR SCHOOLS

SEPTEMBER 1953

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 192. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Arc Projector



Arc lighting, providing greatly enhanced power, is used in the new portable RCA 16 mm. motion picture projector. It offers long throw and light coverage of large screens and greatly improves presentation of films in natural color. Five portable units, which can be assembled for operation with ease within a few minutes, comprise the new Arc Projector.

The arc lamp is capable of operation at either 10 or 30 amperes. The 25 watt amplifier is mounted in a cabinet which serves as the projector pedestal. Adjustable legs are carried within the cabinet along with the connecting cables, carbons and other accessories. The projector mechanism is RCA's standard "400" type, with optical modifications to suit the new arc light source. Completing the equipment are the small portable rectifier and a loudspeaker.

The amplifier in the new Arc Projector provides separate volume controls for the film output, the microphone input and the record player input. A full range tone control is provided. The machine can be connected to almost any type of existing stage loudspeaker equipment if desired. RCA Victor Div., Radio Corporation of America, Dept. NS, Camden, N.J. (Key No. 312)

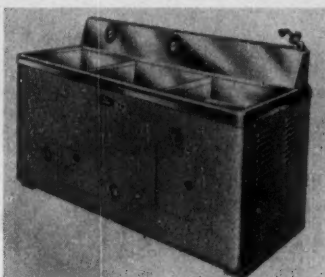
Slip-Resistant Floor Finish

A new protective floor finish which gives a high gloss without buffing and has unusual slip-resistant qualities is offered in Gripshen. It provides high

traction on any kind of floor, including terrazzo. Gripshen is easy to apply, dries quickly and has high wearability. Small areas may be patched without refinishing an entire surface and it blends without showing overlap marks. This water-based finish is easily maintained by damp mopping and can be removed with West Scrub Soap. West Disinfecting Co., Dept. NS, 42-16 West St., Long Island City 1, N.Y. (Key No. 313)

Kewanee Dishwashers

The new line of Kewanee Dishwashers incorporates suggestions for improvements from present users of this equipment. Improvements increase durability and efficiency of the dishwashers without changing the operation. There are two basic models, the standard and the pre-wash. Both models wash and sanitize



all dishes, including glasses, silverware and pots and pans, at the rate of over 2000 per hour. The machine heats its own water and recirculates it for greater economy. The pre-wash tub can be used as a scullery sink when not otherwise in use.

New features of both models include adjustable feet; larger rinse burners; removable front panel for better sanitation and easier cleaning, installation and servicing; individual replacement for back splash, top rim, tubs, front panel, ends and back; new mounting for the faucet; additional strengthening; flexible, metal pre-wash hose with hand-operated valve, and thermostats directly behind the front panel with all connections and fittings in copper. Optional equipment on the new models includes a stainless steel front panel. Kewanee Industrial Washer Corp., Dept. NS, Kewanee, Ill. (Key No. 314)

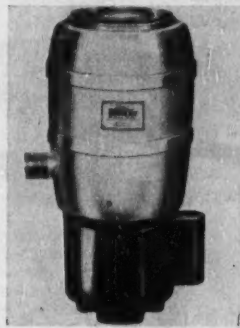
Built-In Locker Lock

The new 68-267 is a masterkeyed, built-in locker lock of sturdy construction. It offers locker security and long life because of the engineering improvements which provide great durability and trouble-free performance. It has a heavier, flat bolt cap for simplified construction, guaranteed uniform, easy action and increased strength. The bolt cap is held firmly in place by shoulders on screw posts below and by bushings above. The bolt pawl and floating bolt are both of new design. A similarly constructed lock without the masterkey feature is also available. Master keys for the new 68-267 may be interchanged with older National locker locks of the same code. National Lock Co., Dept. NS, Rockford, Ill. (Key No. 315)

Food Waste Disposer

The new Model "L" food waste disposer is a low-priced model recently added to the Salvajor WasteXit line. The compact, modern design makes the unit fit under any work table of standard height. It is powered by a 1/2 h.p. motor and is designed for institutions having either large or small food service. Ruggedly constructed, it has the power to stand up under continuous operation where disposal of waste as it is received is desirable. The units can be used in multiple installations if needed.

A shredder-cutter type disposer, the Model "L" handles all mixed, cooked and uncooked food waste, including



leafy preparations, bones, rinds and other material. The Salvajor Company, Dept. NS, 118 Southwest Blvd., Kansas City 8, Mo. (Key No. 316)

(Continued on page 162)

What's New ...

Windall Sills

Window sills that never need refinishing, are weather-safe, easy to maintain and easy to install are available in the newly developed Windall Sills. They are unaffected by heat, cold, sun, rain and condensation and do not spot. The heavy-bonded Formica surface is unharmed by alcohol, fruit acids, boiling water and ordinary cleaning alkalies. They are cleaned by wiping with a damp cloth. Windall Sills are available in dark walnut, limed oak, marble, Gray Fernglo and Buff Fernglo finishes. Woodall Industries, Inc., Cleveland Div., Dept. NS, 1890 Carter Rd., Cleveland 13, Ohio. (Key No. 317)

Folding Bench and Table



Designed for use in classrooms, cafeterias, gymnasium and other areas which can be quickly converted for various uses, the new Howe table and bench combina-

tion also serves as a bench with back rest, with the table folded and one bench open. With both table and one bench open it forms a two-tier bleacher arrangement. Benches can be detached and the table used separately if desired. The unit has a foolproof locking device in both open and folded positions and opens and folds simply and quickly.

Tables are 30 by 72 by 27 inches in size and benches are 10 by 72 by 16 inches. Tables are of 3/4 inch plywood core, sealed top and bottom with tan linen Formica. Legs are one inch heavy gauge steel tubing, zinc plated. The unit is of rugged construction. Howe Folding Furniture, Inc., Dept. NS, 1 Park Ave., New York 16. (Key No. 318)

"Iron Cop"

An effective signal for constant protection at school crossings and dangerous intersections is offered in the "Iron Cop." It is a 6 foot, life-like model of a policeman with official blue uniform, badge, cap and accessories. It has a stand which keeps it firmly erect and when placed in the center of intersections serves as a warning to motorists to slow up and observe safety rules at school crossings and other areas. The sign can also be used for special service in re-routing traffic away from danger or fire areas.

A sign 24 by 18 inches in size may be attached to the lower portion of the "Iron Cop" with legends of the user's choice. The sign does not interfere with

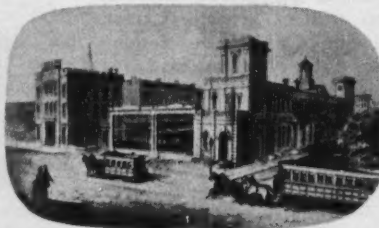


the figure of the policeman. The ring base on which the figure is set permits the unit to be rolled easily into position. The uniform is finished in baked enamel for long wear and the entire assembly is held together with non-rusting aluminum bolts. Lower-cost units of the "Iron Cop," fully-proportioned from the waist up, are also available. Eastern Metal of Elmira, Inc., Dept. NS, Elmira Heights 68, N.Y. (Key No. 319)

(Continued on page 166)

in 1853

When 1 Park Avenue was just a country site near New York's railroad depot, the first bentwood chair invented by Michael Thonet was introduced in America.



A HUNDRED YEARS OF PROGRESS

in 1953

Our modern showrooms at 1 Park Avenue attract the buyers and architects from everywhere who have selected millions of sturdy Thonet chairs.

100 years of reliable service have proved again and again that Thonet is unequalled for full quality values.



Modern Thonet Chair 1266

SEE THONET HISTORY DRAMATIZED
NEW YORK MUSEUM OF MODERN ART
AUGUST 12th THROUGH OCTOBER 4



Write for brochure illustrating the furniture you need. Dept. G-9, 1 Park Avenue, New York 16, N. Y.



Visit our beautifully redecorated New York Show Room at
ONE PARK AVENUE

Other Show Rooms:
Chicago
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Poor classroom lighting puts a blindfold on his chance to learn

None of the senses is as important to learning as sight. More than 80% of the things we learn come to us through our eyes.

A glare-ridden, badly lighted classroom robs students of full use of their most precious means of education. It makes teaching a discouraging, difficult job.

Even worse, poor lighting breeds eyestrain, a common cause of headaches, nervousness and fatigue.

It's possible to replace harmful, out-moded lighting fixtures without spending a fortune. Hundreds of schools have studied their problems, compared leading makes

of fixtures and have found Day-Brite lighting the most practical solution.

We think you'll be equally pleased to learn how easily and economically you can solve your lighting problems with Day-Brite. Write today for information.



Read how Rockford, Ill. solved its school lighting problem



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REPORT ON THE
ROCKFORD SCHOOL
RELIGHTING
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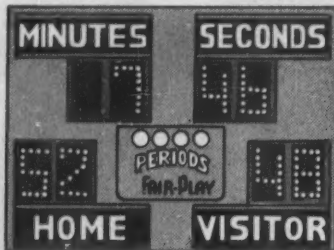
Factual and informative. How the program was planned and financed. How and why 20 schools were lighted with Day-Brite. Seven pages of actual "before" and "after" photographs. Write today to address below for your FREE copy.

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WHEN QUALITY COUNTS SPECIFY FAIRPLAY



Giant Fair Play FB-50 is all aluminum alloy, 18 feet x 8½ feet x 11 inches. Twenty-four inch numerals and telephone dial control. The most popular scoreboard for those who insist on top quality.



Fair Play FF-15 with easy-to-read FIGURGRAM numerals combine speed and design for accurate scoring. Get the latest scoreboard facts.

Write today for your FREE copy of "What's the Score?"

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73 Thayer St., Des Moines, Iowa



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Leading MANUFACTURERS
CHOOSE the BEST because
they KNOW the BEST . . .
FIBERESIN Desk Tops.

Send for details.

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1600

It's BIG NEWS from VICTOR
1600 is a number to remember —
and look forward to — and it
all comes to light next month.
Your lucky number is 1600!

VICTOR ANIMATOGRAPH CORPORATION
DAVENPORT, IOWA



this
sword
means
Cancer
EDUCATION



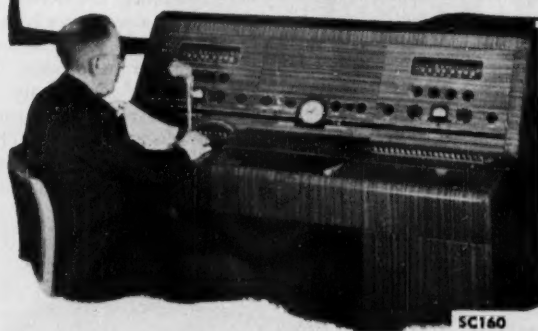
Words of truth and hope
from the American Cancer
Society save many lives each
year from cancer . . . could save
thousands more.

Under the sign of the cancer
sword you and your neighbors
can learn vital facts . . . your
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Cancer Strikes One in Five.
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Mail Your Gift to "Cancer"
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what a *Rauland* Sound System Does for Your School



SC160
System

SIMPLIFIES ADMINISTRATION

Have efficient control and coordination of all activities. Cut the volume of carried messages—make announcements (to selected rooms or to entire school) without routine-disturbing assemblies—take attendance records speedily—have safe, sure centralized supervision of fire drills and emergencies. Have at your fingertips instant two-way intercommunication between any classroom and central office for effective administration.

STIMULATES LEARNING

Provides dramatically effective teaching materials. Radio broadcasts, records and school-produced "live" broadcasts can be channeled to selected rooms, to vitalize instruction in history, current events, geography, languages, music appreciation, speech, and drama. Record music provides rhythm for physical education, cafeteria entertainment, background music for disciplined assemblies and dismissals—these and a host of other valuable functions contributing to the enhancement of the school program.

THE RAULAND SC160 SYSTEM OFFERS ALL THESE FEATURES:

1. Every desirable program service: Radio, Phonograph, Microphone and Intercommunication. 2. Distribution of programs to any selected room or to all rooms. 3. Three-program facilities available simultaneously to different groups of rooms. 4. High Fidelity AM and FM Radio (one or two as desired). 5. Three-Speed Transcription Type Phonograph. 6. Facilities for broadcasting any classroom activity over the entire system. 7. Adequate microphone circuits (six). 8. Speech origination from classrooms. 9. Secret system with complete privacy. 10. With monitoring tone signal. 11. Automatic Master Emergency Call button operating regardless of any control or switch setting. 12. Automatic Program Schedule Clock. 13. Compartments for storing records and accessories. 14. Compartment with sliding shelf for record changer or recorder. 15. Underwriters' Approved.

Let us show you, without obligation, how the RAULAND SC160 System incorporating all of these features, can enhance the administrative and educational program of your school. Write us today for full details.

RAULAND-BORG CORPORATION
3523-N ADDISON ST., CHICAGO 18, ILLINOIS

OVER 1500 SCHOOLS ARE EQUIPPED WITH

Rauland
SOUND AND INTERCOMMUNICATION

A familiar face ...but

New

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**IN STRENGTH
AND SECURITY
IN TROUBLE-FREE
PERFORMANCE**



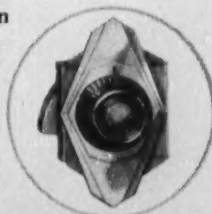
No. 68-267
Masterkeyed

Improved **BUILT-IN COMBINATION LOCKS** by National Lock

Now . . . NATIONAL LOCK built-in locks provide greater value than ever before! All inside working parts have been redesigned and re-engineered. The result . . . heavier, more rugged construction . . . greater locker security . . . longer lock life. Automatic self-locking, three-number dialing and bright chromium finish are additional proven advantages. Insist on NATIONAL LOCK built-in locks on the lockers you buy.



No. 68-268
Not Masterkeyed



NATIONAL LOCK COMPANY

Rockford, Illinois • Lock Division

What's New...

Model K Floor Machine



A low priced, yet sturdy, effective floor cleaner is offered in the new Hild Model K Floor Machine. It is equipped with a powerful 1/3 h.p. heavy duty vertical motor which requires no lubrication. The 12½ inch brush spread and brush speed of 210 r.p.m. assure lively action for a hard finish on all waxed surfaces. The machine operates quietly and has an efficient new power transmission system. It has a steel base with baked-on enamel crinkle finish and is fitted with a bumper of non-marking gray plastic. The handle of steel tubing is fitted with rubber grips and a cast aluminum switch box. Attach-

ments are available to scrub, wax, polish, buff, sand and steel-wool floors of all kinds. Hild Floor Machine Co., Dept. NS, 740 W. Washington Blvd., Chicago 6. (Key No. 320)

Klenzade Aluminum Cleaner

A new detergent has been developed especially for the thorough cleaning of aluminum utensils and equipment without pitting it. Klenzade Aluminum Cleaner, Formula HC-70, is a balanced detergent designed for commercial equipment cleaning by hand or soaking methods. It is of the moderate alkaline type containing both special corrosion inhibitors and active wetting agents for effective soil penetration and clear, bright rinsing. Klenzade Products, Inc., Dept. NS, Beloit, Wis. (Key No. 321)

Mobile School Furniture

Five new pieces have been added to the line of mobile, adjustable school furniture for flexible elementary classrooms. Designed for use in modern classrooms so that they can be adjusted to accommodate pupils from kindergarten through the sixth grade, the height of the pieces can be changed in a few moments. The furniture is ruggedly constructed with solid hardwood frames and chrome-

plated heavy duty hardware and stripping. Work surfaces are available with plastic laminate tops if desired. The furniture can be quickly raised or lowered to suit the immediate need.

The sink and storage unit illustrated provides hand washing and cleanup facilities in the same unit in which paints, paste and other equipment are stored. A portable craft bench is a new piece which offers facilities for simple metal, woodwork, plastics and other handicrafts. It has a metal vise, a wood vise, plenty of storage area with tool racks, and space for handicraft tool kits and supplies. The craft bench is mounted on double wheel casters with stops to anchor it in posi-



tion. Also new in the line are teacher's storage cabinets, both wall and standing, for records and supplies. Adjustable Cabinets, Inc., Dept. NS, 400 Scajquada St., Buffalo 11, N.Y. (Key No. 322)

(Continued on page 170)



Hoyer
has IT!
only \$185 complete!

New!
CONQUEROR
SPIRIT
DUPLICATOR
with ALL the features:

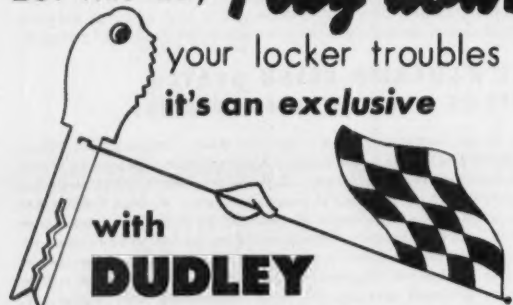
- 1 Visible fluid supply—32-oz. tank—no pump!
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Let this key **Flag down** your locker troubles
it's an exclusive



This amazing key can help end locker lock troubles in your school and enable you to enjoy locker security. This is possible because commercial locksmiths find the unique Dudley Master-Key practically impossible to duplicate. Trouble-free Dudley Locks, with or without key control, substantially reduce locker maintenance cost. See the complete line in Dudley's illustrated catalog. It's yours free, together with details of the Dudley Self-Financing Plan.



P-570 Master-keyed combination with safe Dudley key



S-340 Master-keyed locker lock with speedy reset key for changing combinations in a few seconds




RD-2 Rotating dial combination with Master-Chart Control

DUDLEY LOCK CORPORATION

DEPT. 910, CRYSTAL LAKE, ILLINOIS

only



THE TREND IS TO AWNING  WINDOWS

give performance like this!

HERE ARE JUST A FEW OF THE MANY SCHOOLS EQUIPPED WITH LUDMAN WINDOWS . . .

Booker High School
Sarasota, Fla.
Clarkstown Junior-Senior High
Clarkstown, N. Y.
Texas State University
(Dormitory Group)
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Beaumont, Texas
Oak View School
High Point, N. C.
Yonkers Junior-Senior High
Yonkers, N. Y.
University of California
(Physical Education Bldg.)
Riverside, Calif.
Evansdale Elementary
Evansdale, Iowa
Wilson & Enslin Schools
Modesto, Calif.
Morrisonville School Addition
Morrisonville, Ill.
Ojus Elementary School Addition
Dade County, Fla.
Forsyth Grade School
Forsyth, Ill.
Consolidated High, District 4
Knappa, Ore.
Nashua School Addition
Nashua, Iowa
St. Mary's School & Convent
Rhinelander, Wisc.
Pleasant Valley Township
Bettendorf, Iowa
Herbert Hoover School
Mason City, Iowa
Glenwood Elementary
Ada, Okla.
Franklin Sherman School
McLean, Iowa
Dorsey Junior High
Miami, Fla.

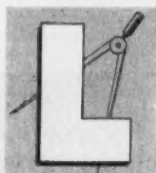
And what performance! Ludman Auto-Lok windows give you complete all-weather window ventilation control! They open widest . . . close tightest. They seal shut ten times tighter than generally accepted standards. Each vent locks automatically at all four corners when closed. They help air-conditioning and heating equipment to operate more efficiently. And equipped with the exclusive Ludman Control-Bar, Ludman windows are the simplest, safest, easiest of all school windows to operate! They are made to withstand the severest kind of classroom abuse and give a life-time of trouble-free performance!



Over the years it's the least expensive window to use. No maintenance required. Reduces heating costs. Write for descriptive catalog.

LUDMAN
Corporation

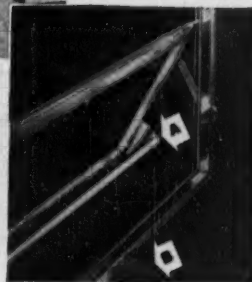
Box 4541 Dept., NS-9, Miami, Florida



UDMAN LEADS THE WORLD IN WINDOW ENGINEERING

A: CONTROL-BAR
... Another Ludman first! It's the simplest, safest operating device ever designed! So little effort is required, even a child can operate it. No maintenance . . . no adjustment ever.

B: SAFETY-LOCK
... an improved locking feature that securely locks the bottom vent.





SUPERIOR SCHOOL FURNITURE

Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiral-grooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, and Tablet Arm Chairs.

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Give your teachers this help for their art teaching

SCHOOL ARTS



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You buy art supplies and equipment for your schools. SCHOOL ARTS helps your teachers to put these supplies to good use—promotes better art work—produces better work by the pupils.

Each issue of SCHOOL ARTS carries illustrated articles—some show what other teachers are doing in their art classes—some show new ideas that add to successful introduction of better teaching.

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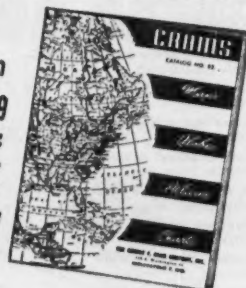
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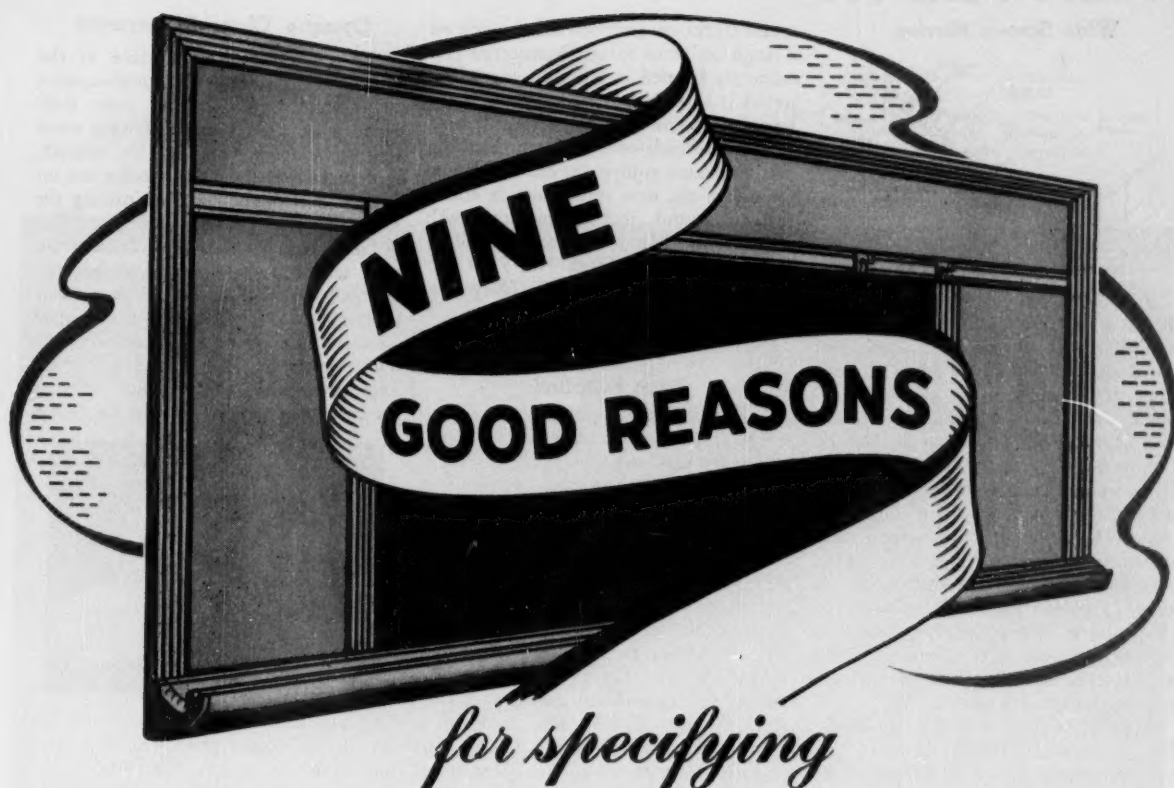
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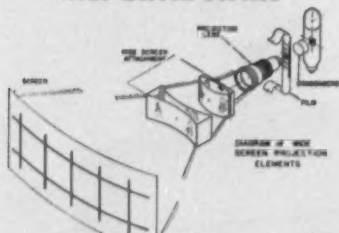


LOXIT SYSTEMS, INC.

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What's New ...

Wide Screen Movies



A wide screen system with stereophonic sound for 16 mm. movies has been developed by Bell & Howell. Patterned after 20th Century-Fox's CinemaScope, the system has a single anamorphic or "squeeze" lens which is used for both shooting and projecting the movies. The projected picture is of normal brilliance and fills a curved screen two and one-half times as wide as it is high. This expanse approximates the normal field of vision of the human eye. A strong sense of depth and participation in the scene is created without the use of special glasses. The illusion is heightened by three-dimensional or stereophonic sound, which emanates from the part of the screen where action takes place.

A modified version of the Filmosound 202 magnetic recording projector developed by the company is used to record the magnetic sound tracks as well as to project the film. Two different

sound tracks are recorded side by side on a single stripe of magnetic material permanently bonded to the film edge. The sound is then played back through two separate amplifier-speaker systems located at opposite ends of the screen. Existing motion picture equipment can be adapted for use in the new system which effects realistic sound motion pictures with 16 mm. films and equipment. Bell & Howell Company, Dept. NS, 7100 McCormick Rd., Chicago 45. (Key No. 323)

Spun Boltalex

A new upholstery fabric has been developed that looks and feels like wool, is virtually stainproof, and is comfortably cool even in hot weather. Known as Spun Boltalex, the new material combines the appearance of wool with the durability and washability of the toughest saran plastic. It may be cleaned with any kind of soap, detergent or upholstery cleaner or dry cleaned. The fibers are impervious to moisture, so cannot rot or mildew. Colors are an integral part of the saran fibers and cannot run, wear or rub off. The new material is now available in two contemporary patterns in a variety of colors. Bolta-Saran, Inc., Dept. NS, Lawrence, Mass. (Key No. 324)

Opaque Glass Dinnerware

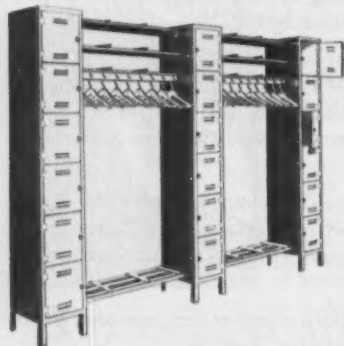
The gleaming white surface of the new Corning brand double-tough opaque glass dinnerware does not grow dull. There is no surface glaze to wear away and sticky foods wash off the smooth, hard surface easily. Cup handles are an integral part of the cup, minimizing the possibility of breaking off in use. The surface does not crack or craze from high temperatures and the dishes can be sterilized. The dinnerware is durable, relatively low in cost, and is designed especially for institutional use to withstand rough handling and hard usage. The dinnerware is decorated with a double green border around the edge.



The line includes 7 ounce cup and saucer, 9 inch dinner plate, 6 1/4 inch bread and butter plate, 15 ounce bowl and 5 ounce saucedish. Corning Glass Works, Dept. NS, Corning, N.Y. (Key No 325)

(Continued on page 174)

The OFFICE VALET



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... Combines the best features of both lockers and coat racks

Best for schools because wraps are exposed to air and light. Students do not face the weather in damp wraps that have been crumpled in dark lockers—do not eat soggy lunches, soaked by wet hats or gloves. Each person has his own spaced coat hanger, ventilated hat shelf and 12 in. x 12 in. x 15 in. deep lock box for lunches, tools and personal effects.

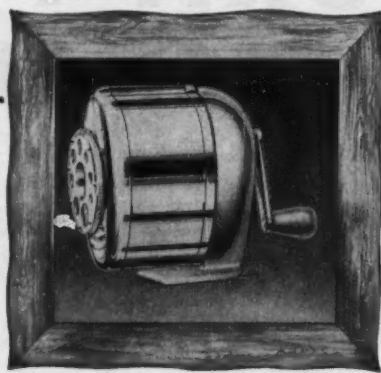
Lockerettes save space, too ... the No. 6-12 (2-column) accommodates 12 people in 6 feet; the No. 9-18 (illustrated) accommodates 18 in 9 feet.

- Improve health and lower absenteeism
- Improve pride in appearance—keep wraps "in press".
- Save valuable floor space.

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Westfield High School Auditorium,
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equipped with 1,007 full-upholstered Bodiform Chairs.
Superising Principal: S. N. Ewan, Jr.,
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*insure ALL the advantages of enduring beauty,
comfort, acoustical aid, cleaning economy*

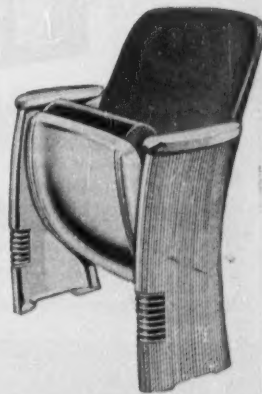
Products of the finest skill and experience in the seating industry, American Bodiform full-upholstered chairs are best for every purpose of your school auditorium. By making it more impressive and inviting, they will help to increase its service and influence as a center of community life.

Seats with spring-arch construction, and backs with scientific, body-fitting contours, provide maximum comfort. Occupants, less conscious of posture, are more attentive to speakers. Automatic, uniform-folding, silent, $\frac{3}{4}$ safety-

fold seat action allows more room for passing, sweeping, and cleaning.

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American Bodiform Auditorium Chair. Finest modern styling and most advanced functional features. No pinching or tearing hazards. Also available with folding tablet-arm.

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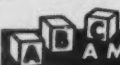
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Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . Reg. App. for)

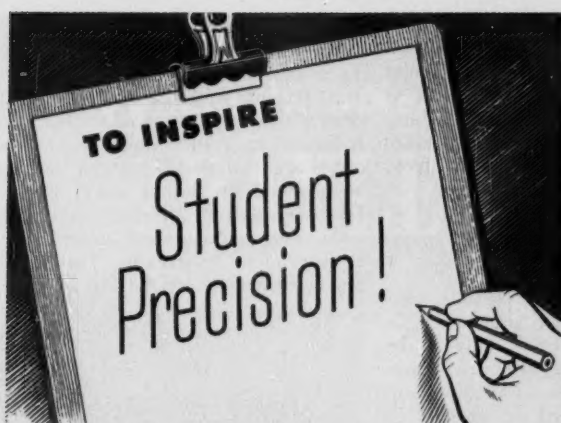
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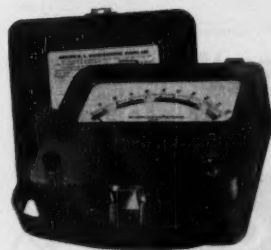
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For Advanced Requirements MODEL 622



Ultra sensitive instruments of the double pivoted type requiring no leveling when used in horizontal position. Combine high accuracy and a 6.1 inch scale . . . ideal for precise measurements of potential and current at very low energy levels. Available as d-c voltmeters, millivoltmeters, milliammeters and microammeters; electrolysis volt-millivoltmeters and high resistance voltmeters—also as a-c rectifier type instruments and as thermocouple ammeters, milliammeters and voltmeters.

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A clamp-on volt-ammeter built to Weston standards of safety, accuracy and dependability. Five full scale a-c current ranges of 1000/250/100/25/10 amperes with range overlap. Three self-contained a-c voltage ranges of 700/350/175 volts—insulated for 750 volts. Has convenient 6 position switch easily operated by thumb—adjustable pointer stop facilitates measuring starting current of motors.



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Instruments

Nu-Wood Kolor-Fast ACOUSTICAL TILE

Now you can combine effective sound control with superior beauty—use Nu-Wood Kolor-Fast acoustical tile for wall and ceiling installations. Today, this tile offers a combination of four variegated shades ranging from rose-tan to grey-tan.

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What's New ...

Lift-Lid Desk



A desk surface of 20 by 24 inches, providing maximum working area, is a feature of the new Brunswick individual, lift-lid desk. The large, flat-level top helps the pupil adjust to conditions found in the home and the business world. The design of the desk permits several to be grouped together for a large surface working area.

The large book box provides ample storage space and is equipped with a built-in pencil tray and convenient clean-out holes. Neatness and orderliness are encouraged by the flat bottom. Brunswick uni-structure design provides complete support for the desk without use of the book box as a bracing factor. Comfort and quietness are provided through the resilient structure and the rubber-

mounted floor glides. The desk top is available in $\frac{3}{8}$ inch durable plywood with plastic facing or in $\frac{3}{4}$ inch solid wood. The individual lift-lid desk is available in heights of 21, 23, 25, 27 and 29 inches. Brunswick-Balke-Collender Co., Dept. NS, 623 S. Wabash Ave., Chicago 5. (Key No. 326)

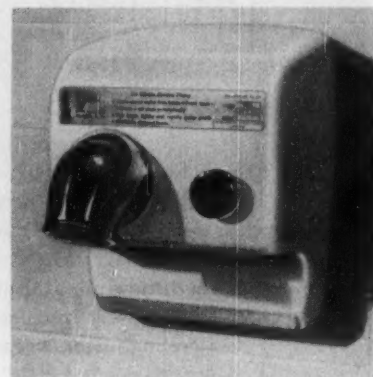
Wireless Intercom

The Port-A-Phone is a portable wireless intercommunication unit which is already wired and needs only to be plugged into an electrical outlet. There are no wires and no installation and it operates on standard AC or DC. A switch is turned to talk or listen and the light weight unit is completely portable. It supplies two-way communication for any purpose, relieves the load on switchboards and simplifies public announcements and paging, among other uses. Monson Corporation, Dept. NS, 6059 Belmont Ave., Chicago 34. (Key No. 327)

Deodorizing Hand Dryer

A new automatic hand dryer has been developed that destroys objectionable odors while providing efficient drying. The Ozonaire employs an especially-

developed General Electric ozonating system which works constantly, converting oxygen into odor-destroying ozones, thus keeping washroom air fresh and clean without a masking odor. The unit is housed in a streamlined white porcelain and chrome cabinet and operates by pressing the chrome starter button. Hands are completely dried in 18 seconds. The motor turns off automatically at the end of 30 seconds. The nozzle can be turned to dry the face or body.



The dryer is constructed for heavy duty use and trouble-free service. American Dryer Distributing Corp., Dept. NS, 1324 Locust St., Philadelphia 7, Pa. (Key No. 328)

(Continued on page 176)

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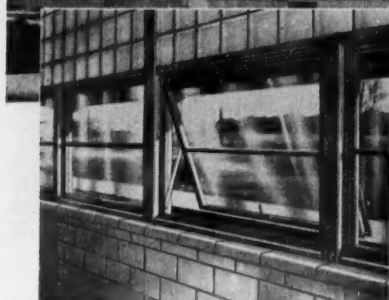
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New Bayley *VueLINE* Window *Scientifically Designed for Modern Schools*

A fine quality product is only the *first* essential to a truly satisfactory relationship. Better cooperation and extended services through all the building stages—going even beyond full performance demands—is even more important. Known for a policy that's founded on this fact is why Bayley is so regularly preferred by discriminating Building Designers.

The new Bayley *VueLINE* Window is tangible evidence of this policy. To contribute scientific design improvements in a school window, Bayley did not pursue the conventional. They studied the problem from the building's inception to the student's comfort. They collaborated with school Architects and Educational Authorities.

As a result the Bayley *VueLINE* Window fulfills today's professional diagnosis of a proper window for modern school buildings. In addition it complements the Bayley Aluminum Projected Window, and also it incorporates construction features made possible only by Bayley's years of specialized window experience.

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See Bayley in Sweet's. Complete catalogs on Aluminum Windows, 17a/BA; Steel Windows, 17b/BAL; SAF-T-GARD Hospital Detention Window, 17b/BAY.



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What's New ...

Mobil-Fold Table and Bench



Two 14 foot tables with four 14 foot benches, providing seating for forty children, are combined in the Mobil-Fold Table and Bench unit. The assembly, when not in use, can be rolled against the wall, out in the corridor, or to a storage room, and is quickly brought into an auditorium, gymnasium or other area and easily opened for use. When unfolded, the tables and benches may be left attached to the carrier which facilitates quick folding to get them out of the way when no longer needed. By turning a key the tables and benches may be unlocked from the track in the carrier and rolled to any position desired

for lunchroom, meetings, exhibits and other purposes. The benches are not attached to the tables and may be used separately. When not in use both tables and benches fold up and lock into the carrier which is of all steel construction and has casters for easy mobility.

Tables and benches are of the same sturdy construction as Schieber's Port-A-Fold unit. Understructures are of strong, tubular steel and tops are 3/4 inch Philippine mahogany plywood with sanitary plastic surfaces and backer sheets. Schieber Sales Co., Dept. NS, Brightmoor Station, Detroit 23, Mich. (Key No. 329)

Contact Deodorant

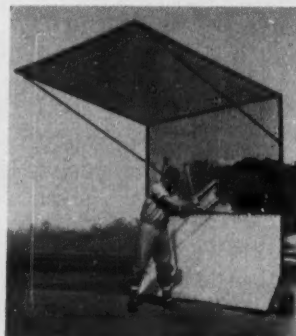
The new non-toxic contact deodorant, "10-39," is practically odorless and not a masking agent. It employs the odor counteraction principle and has been specifically designed to counteract odors which cling to walls, flooring, tile, metal surfaces and rubber sheeting. It is described also as an effective deodorant rinse for utility and garbage cans.

A highly concentrated agent, "10-39" is diluted in water for use. It is non-inflammable, contains no formaldehyde and will not bleach or stain, according to the manufacturer. Airkem, Inc., Dept. NS, 241 E. 44th St., New York 17. (Key No. 330)

(Continued on page 178)

Batting Cage

Developed to provide additional baseball facilities and to increase versatility of crowded playing areas, the new CB989 Batting Cage is a portable unit. It is easily moved and maneuvered on large rubber tired wheels with an adjustable guide wheel which permits the rear end to rest firmly on the ground for stability when in use. It is of heavy steel tubing construction, bolted and welded for additional strength. A white canvas apron reinforces the netting and provides a solid background for players



in the field. The canopy top can be easily folded for compact storage and transportation. Wells, Dept. NS, P. O. Box 192, Dept. R., North Hollywood, Calif. (Key No. 331)

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DOLCOWAX is a premium-quality floor wax for general use, sold with the guarantee that, regardless of price, *no competing floor emulsion wax will outwear it!* Easily applied, DOLCOWAX leaves a beautiful, lustrous film, hard and durable, which actually *improves* in lustre under foot traffic.

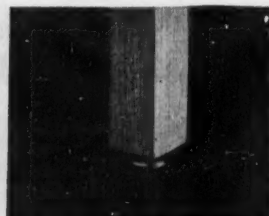


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Bassick Rubber Cushion Glides make the difference!

You'll notice how much quieter cafeterias and classrooms are when you install smooth-sliding, noiseless Bassick Rubber Cushion Glides on furniture, chairs and equipment. Their broad, flat, polished, hardened-steel base (cushioned in rubber) protects floors, reduces floor maintenance and classroom clatter. Write for free set. State whether for wood, flat metal or tubular metal furniture (for latter, give tube's inside diameter). THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.



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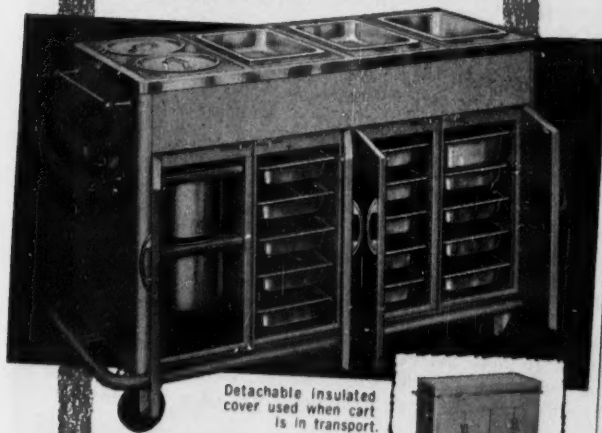
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An entirely new idea for school cafeterias... with Naco Portable Carts all meals may be cooked in one central kitchen, then delivered to outlying areas. Entire hot meals including salads, soup, entree, and vegetables may be served.

Food is kept oven-hot in three insulated "hot" compartments while salads and other "cool" foods may be refrigerated with dry ice or kept at room temperature. Serves 200 to 300 meals, (capacity 222 quarts of food), and is designed to fit into cafeteria serving line. Just plug in electric cord and food stays hot. Holds 18 serving pans or 18 fireless cooker pots in hot section and 6 pans in cold section.

Eliminates high investment required for individual kitchens plus cooking personnel in each school, lowering your food service costs appreciably. (NACO FOOD CART is ideal for restaurant and hotel banquet service).

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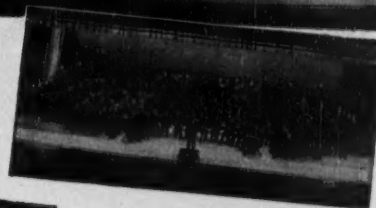
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**PORTABLE
FOLDING STANDS**

**EASY TO SET-UP
ON or OFF STAGE**



**RIGID, SAFE
for BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**



**IMPROVE APPEARANCE
AND PERFORMANCE**

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4" x 8" Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

**LEGS FOLD UNDER FOR
MINIMUM STORAGE**

STACK IN SMALL SPACE

SAVE TIME & LABOR

Write for Descriptive Folders

MITCHELL MFG. COMPANY

2734 S. 34TH STREET • MILWAUKEE 46, WIS.

MANUFACTURERS OF
MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

What's New ...

Kodascope Royal Projector



A new approach to 16 mm. silent projector design is offered in the new Kodascope Royal Projector. The positive-drive nylon-gear reel arms fold for greater compactness, the projector is smartly styled and precision engineered and has permanent pre-lubrication. The 750 watt lamp assures brilliant film projection on the screen. The motor switch, lamp switch, rheostat, threadlight receptacle, framing knob, reversing switch and elevation control are all located on the operator's side for ease of operation. The motor and lamp are electrically interlocked so that the lamp cannot be turned on unless the motor and blower are also operating.

The machine is quiet in operation and offers either forward or reverse projec-

tion. It is housed in its own carrying case, the cover of which provides ample storage space for an extra reel, lamp and other supplies. Eastman Kodak Co., Dept. NS, Rochester 4, N.Y. (Key No. 332)

Adjustable Coat Rack

Double the capacity for coats and hats is possible with slight increase in floor space with the new collapsible wardrobe racks developed by Vogel-Peterson. The three foot rack has a capacity of 48 coats and hats and the four foot unit holds 64 coats and hats on slightly more than four square feet of floor space.

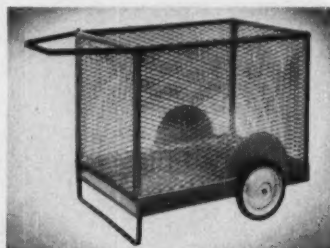
Another feature of the new racks is the positioning of hanger bars for long robes, adults or children's clothes. The units can be dismantled easily for storage or transportation and quickly set up again without tools or fasteners. They are equipped with casters for easy mobility. Vogel-Peterson Co., Dept. NS, 1127 W. 37th St., Chicago 9. (Key No. 333)

Portable Leaf Burner

One of the problems soon to be faced in the maintenance of grounds can be facilitated through use of a new portable leaf burner recently introduced. It pro-

vides a safe way to dispose of all dry burnable refuse at any time of year, including leaves, papers, twigs, brush and grass cuttings. Mounted on wheels, the Lazy Andy Portable Leaf Burner can be brought to the place of need.

Constructed of heavy gauge steel, the burner is designed to stand up under years of use. It is painted aluminum to deter rust and has bright orange wheels which are steel-based and covered with wide rubber tires to protect the lawn. The tires are shielded against even sustained intense heat. The unit can be easily pushed or pulled from place to place. It has a heavy gauge steel ash collector below the burning basket which



is easily emptied. The whole unit can be quickly disassembled into a 3 inch wide package for storage. Gardening Products, Inc., Dept. NS, 519 Forest St., Arlington, N.J. (Key No. 334)

(Continued on page 180)

200
CHILDREN
SAFELY ESCAPED
RAGING FIRE

POTTER SLIDE
TYPE FIRE ESCAPE
in seconds instead
of minutes
MADE RESCUE POSSIBLE

Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. SAFEGUARDING occupants of SCHOOLS, HOSPITALS and ALL PUBLIC INSTITUTIONS is assurance of family comfort and happiness when protected by POTTER SLIDE TYPE FIRE ESCAPES. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

POTTER MFG. CORPORATION
6118 N. California Ave. CHICAGO 45, ILL.

For QUICK DETAILS, PHONE COLLECT (ROgers Park 4-0998)

"OUR SEATING MUST
LAST FOR YEARS
... that's why we chose
Krueger over all others!"

LOOK AT THESE FEATURES!

- Double-headed channel steel frame
- Correct posture seat, backrest
- Positive acting seat guide
- Rigid leg stretchers
- Rolled seat edges
- Extra strong seat brace
- Steel gliders or white rubber feet
- Joining and ganging features

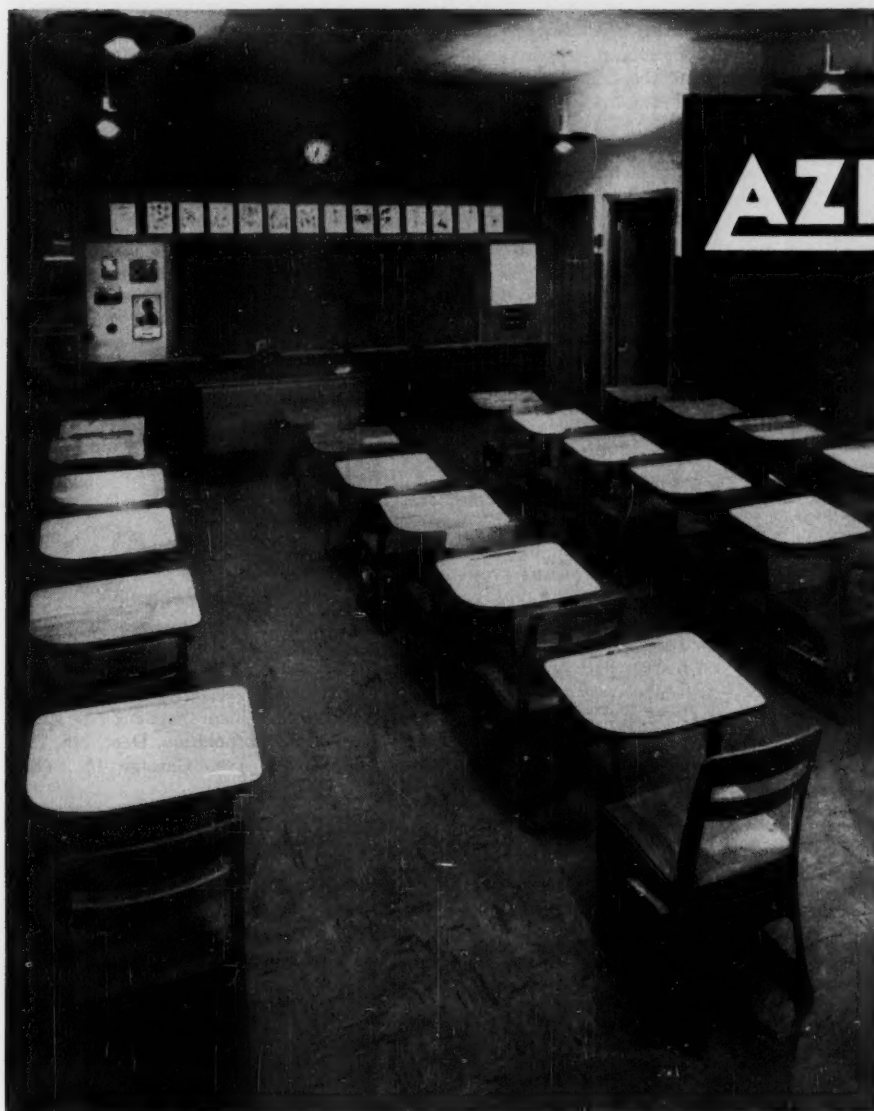


Exclusive Krueger features include: 1—Positive acting seat locks which insure against collapsing or frame spreading. 2—Superior, sturdy rigid heavy gauge channel frames. 3—Transverse V-brace folding pivot within channel for double support — prevents binding or sticking.

Write for descriptive catalog of complete line.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN



AZROCK

**the
long-wear
floor
that
passes
the
endurance
test**

AZROCK gives you the *durable* answer to school flooring problems. In classrooms and corridors where traffic is the heaviest, AZROCK retains its "new floor" beauty and brightness for years. Stamina plus low first cost make AZROCK practical as a floor investment.

AZROCK'S 27 clean, bright colors make school floors attractive as well as lasting. Compare the surface of this better made asphalt tile with others — you'll see why it stays clean longer and is easier to get clean when dirty.

There's an AZROCK Flooring Product for every specialized school area. AZPHLEX, the vinylized greaseproof tile, is ideal for kitchens and food-serving areas. DURACO is specially built to withstand grease and oil abuse and the heavy usage in vocational shops. VINA-LUX adds beauty, smartness, and top-drawer quality to reception halls, community rooms, libraries, and other dress-up areas of the modern school.

Before you invest in school floors, investigate AZROCK Flooring Products. Samples and detailed information sent on request without obligation.

UVALDE ROCK ASPHALT CO.

FROST BANK BUILDING



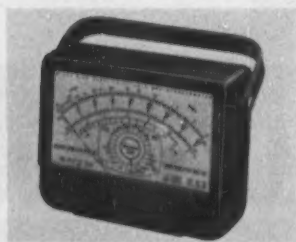
SAN ANTONIO, TEXAS



"Azrock Makes Fine Floors"

What's New ...

Model 269 Microammeter



A compact, ultra-high sensitivity instrument is offered in the new Simpson Model 269 Volt-Ohm-Microammeter. It has only two controls, one for setting the range desired and the other for easy ohms adjustment, yet it has 33 ranges and has a sensitivity of 100,000 ohms per volt. The new model is in a small compact case but has a large 7 inch dial which is easy to read. Simpson Electric Co., Dept. NS, 5200 W. Kinzie St., Chicago 44. (Key No. 335)

Private Telephone System

Designed expressly for schools, the new P-A-X Type 32A38 is a private automatic telephone system to help school administrators establish centralized control over all activities. Maintenance is negligible and the system con-

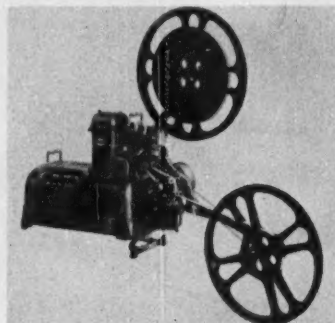
sists of the desired number of telephones, the automatic switchboard, including power supply, and simple wiring. Telephones are the Standard P-A-X Monophones of automatic dial types. The switchboard is composed entirely of high quality switches, relays and other components such as those supplied to public telephone companies.

Features especially helpful to school administrators include the group ringing service, selective group privacy, master-station service, and special services such as executive right-of-way, group conference, direct line, code-call and paging telephones with public address cut-in. Automatic Electric Sales Corp., Dept. NS, 1033 W. Van Buren St., Chicago 7. (Key No. 336)

Premier "40" Projector

The newest model in Ampro's series of Premier projectors is the 16 mm. Premier "40" sound motion picture projector. It features the Ampro "lift-out" case construction which allows the entire projector to be removed from the carrying case and the bottom half of the case can be used as a special stand, if desired, to raise the level of the projected beam. The lift-out construction facilitates servicing of the amplifier and makes the projector easily handled.

The new projector runs quietly and the "Dyna-Tone" sound system has a high-fidelity amplifier, permitting full-range sound reproduction. A special pre-amplifier circuit permits use of a separate amplifier for public address systems. Forced air cools the lamp, amplifier and motor and an automatic fire shutter prevents film damage from heat. The swivel-type reel arms are permanently attached, the unit has centralized lubrication and governor-controlled sound and silent speeds. The carrying case and matching speaker are in two-tone brown airplane



luggage. The projector has a 12 inch Alnico-5 permanent magnetic type speaker. Ampro Corporation, Dept. NS, 2839 N. Western Ave., Chicago 18. (Key No. 337)

(Continued on page 182)

**NO OTHER ORGAN
OFFERS
YOUR SCHOOL
SO MUCH**



**Three Models
Available**

Shown here
• **MODEL 2C2**
TWO MANUAL
FULL A. G. O.
32-NOTE
PEDAL BOARD

CHOOSE *Connsonata*

AMERICA'S FINEST ELECTRONIC ORGAN

You'll find through actual comparison and demonstration that no other organ, electric or electronic, offers so much for the money ... no other organ is so suitable for school or auditorium.

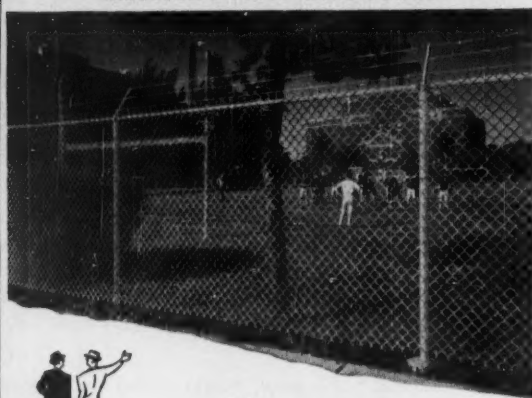
CONNASONATA is a development of the Sound and Electronic Research Laboratories of C. G. CONN Ltd., world's largest manufacturer of band and orchestra instruments, specialists in musical tone for over 75 years. CONNASONATA, Division of C. G. CONN LTD., ELKHART, INDIANA, Dept. 930.



WRITE FOR NEW
Free Booklet
"HOW TO
CHOOSE
AN ORGAN"

PAGE FENCE - Since 1883

• AMERICA'S FIRST WIRE FENCE •

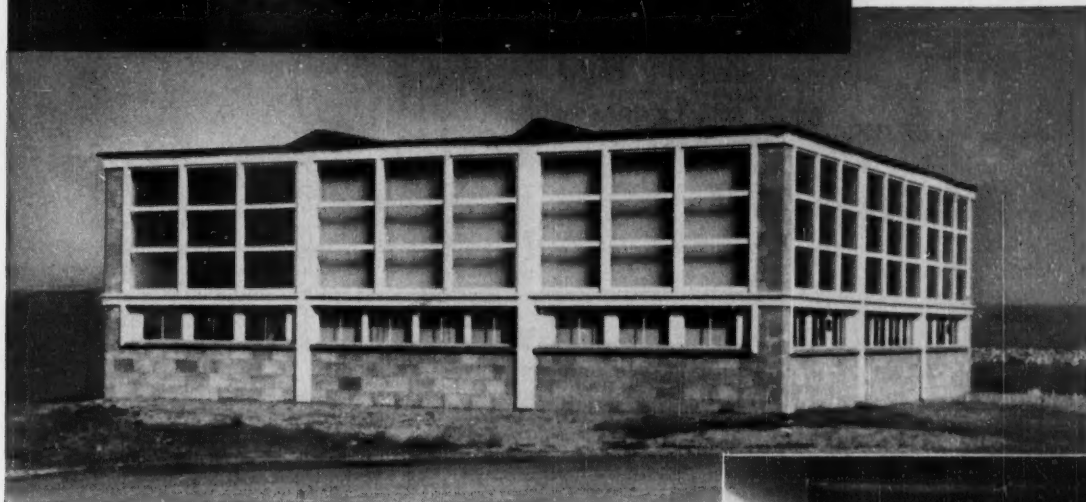


Self-assumed **blame** can never compensate for student injuries or costly property damage due to lack of needed property protection. "I should have acted" comes too late when damage has been done. Security against dangers has been a function of Page Chain Link Fence for more than 60 years. This sturdy barrier against troubles is available in heavily-galvanized Copper-Bearing Steel, long-lasting Stainless Steel, or corrosion-resisting Aluminum. Consult the skilled Page Fence erecting firm nearest you. For name and address and illustrated data...

Write to **PAGE FENCE ASSOCIATION** in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

GLASS goes to CLASS at MISSISSIPPI



Research Finds Better Ways To Remove Harmful Qualities of "Raw" Sunlight

In a specially designed experimental building on its factory grounds, Mississippi, world's largest manufacturer of rolled, figured and wired glass, literally sends its products to class. Various patterns and surface finishes are subjected to school exams in a continuing research on daylighting in the modern school.

Lighting engineers have found that the glare of "raw" sunlight is distracting and harmful in the schoolroom. Uniform, natural, glare-free illumination not only helps protect precious young eyes from dangerous fatigue; it also helps maintain class interest and aids concentration.

As a result of their extensive studies and experience in the important field of schoolroom lighting, Mississippi technicians are prepared to assist you in your glazing problems. They recommend these outstanding Mississippi patterns for their schoolroom lighting qualities:

COOLITE, Heat Absorbing and Glare Reducing Glass—because it not only provides glare-free, natural illumination, but also absorbs nearly 50 per cent of solar heat. Makes seeing tasks easier . . . keeps interiors cooler.

PENTECOR—a handsome, ribbed pattern that affords maximum light distribution. Throws softened, diffused light deep into interiors.

HYLITE—with an attractive surface finish that gives maximum light plus diffusion.

POLISHED MISCO WIRE GLASS—for maximum beauty and protection. An approved fire retardant (No. 32).

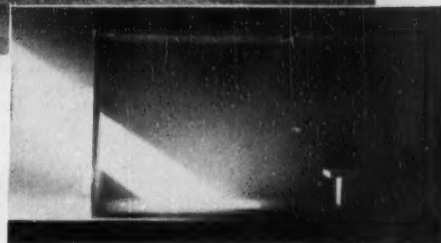
Translucent, light diffusing figured and wired glass by Mississippi is available in a wide variety of patterns and surface finishes. All are "visioneered" to distribute light to best advantage. When you build or remodel your school, specify glass by Mississippi.

MISSISSIPPI *Glass* **COMPANY**
88 ANGELICA ST. SAINT LOUIS 7, MO.
NEW YORK • CHICAGO • FULLERTON, CALIF.



WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

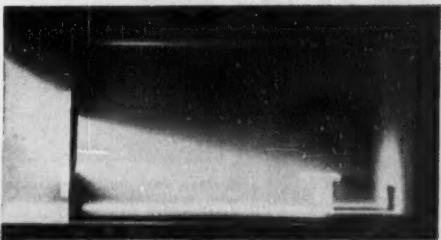
Vol. 52, No. 3, September 1953



Smoke box photo—window glazed with clear glass. Note light loss due to reflection.



Compare above with this smoke box photo in which window has been glazed with a diffusing glass.



Opening glazed with diffusing glass with more directional light distribution.

Write today for
free literature.
Samples on request.



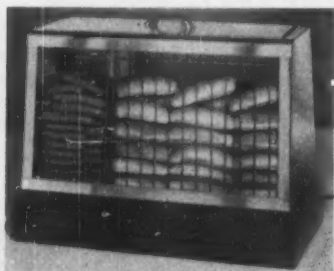
What's New ...

Window Cleaner

A new Duraglas gallon container with special Applied Color label has been designed for the institutional size of Holcomb Window Cleaner. The virtually permanent ACL label design preserves product identity even after the container has been in use for some time. J. I. Holcomb Mfg. Co., Dept. NS, Barth & Palmer Ave., Indianapolis 7, Ind. (Key No. 338)

Frankfurter Service Unit

A new machine has been introduced for preparing and serving frankfurters in the lunchroom or cafeteria, at refresh-



ment stands in athletic fields or other outdoor activities, or in special areas. Known as the Frank-Bank, the unit

holds five dozen buns and ten dozen frankfurters. Service is from the bottom for fast, easy operation. The racks of patented design keep buns and frankfurters from spilling and a special "Freshener Valve" beneath the bun rack is adjustable for the proper amount of steam needed to keep the buns warm and dry. When not in use the Frank-Bank is easily stripped for quick, thorough cleaning. It has a thermostatically controlled variable heat selector and is of stainless steel construction with black, baked enamel base. Manley, Inc., Dept. NS, 1920 Wyandotte St., Kansas City 8, Mo. (Key No. 339)

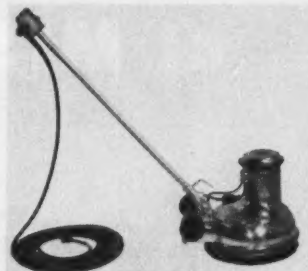
Paint Strippers

Oakite Composition No. 56 and Oakite Composition No. 57 are two products designed for stripping of a wide variety of alkaline-resistant paints and lacquers. Both are non-inflammable and contain no phenols, cresols, acids or alkalis. They are designed for tank immersion or brush-on stripping. Oakite Products, Inc., Dept. NS, 19 Rector St., New York 6. (Key No. 340)

Kent Floor Machines

Two new Kent Floor Machines have recently been introduced, the K-15 and

the K-17. Both machines are ruggedly constructed for long, hard use and can be used for polishing, scrubbing, buffing and steel-wooling. They operate easily and quietly and have a minimum of



moving parts. Handles are adjustable to any height and they have automatic safety switch which operates with either or both hands, and fully enclosed dust-proof, waterproof motor, with gears running in a continuous bath of grease.

Both machines feature the Kent "Floating Power" for smooth power, and "Balanced Power" with motor off center to counterbalance handle and counteract torque. All weight is on the brush, facilitating cleaning, and the machine can be equipped with a solution tank for scrubbing large floor areas. The Kent Company Inc., Dept. NS, Rome, N.Y. (Key No. 341)

(Continued on page 184)



Monroe
FOLDING BANQUET
TABLES



No Knee Interference
Will Not Tip



12 Tables on Monroe
Truck Only 29" High



Replace your old, heavy, obsolete dining tables with new, modern Monroe Folding Tables . . . tables which are easily folded and set up even by women.

**DIRECT PRICES TO SCHOOLS,
COLLEGES, ALL EDUCATIONAL
INSTITUTIONS, CHURCHES, etc.**

Write for CATALOG and DISCOUNTS
Monroe Folding Pedestal Banquet Tables
Designed and Manufactured Exclusively By

THE Monroe COMPANY

78 CHURCH STREET

COLFAX, IOWA



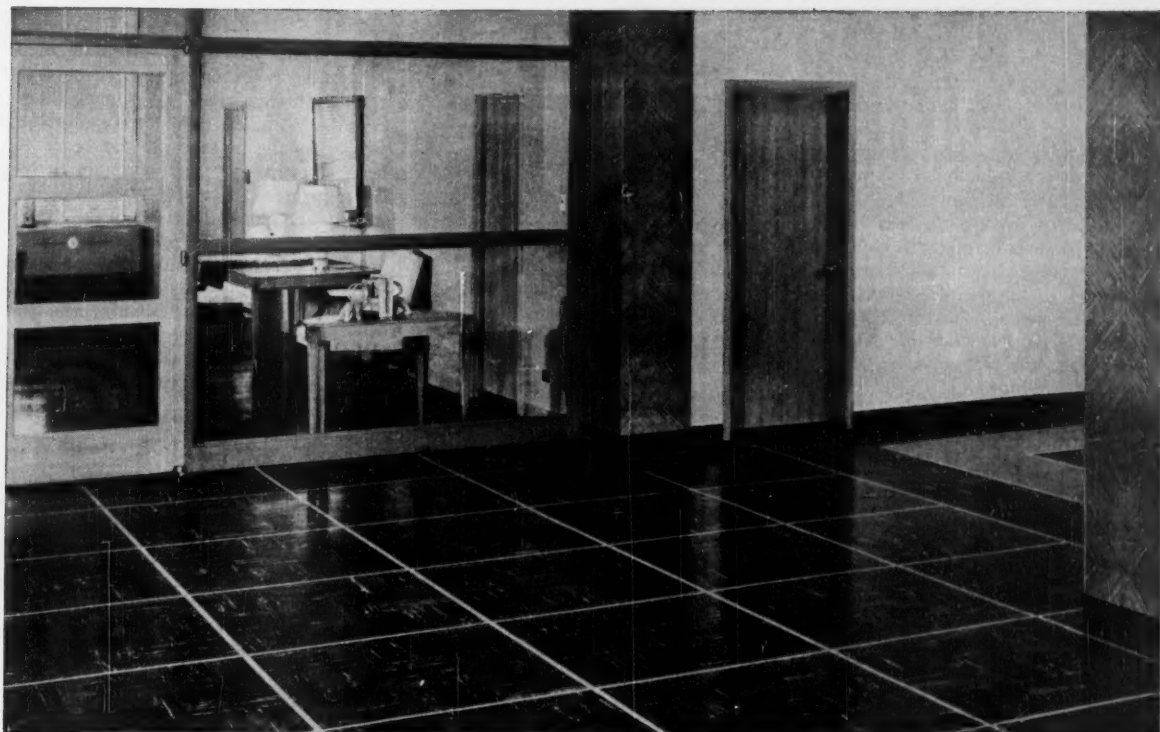
For Greater Economy
DARNELL CASTERS

Darnell Double Ball-Bearing Swivel Piano Casters are radically different from any other piano casters. Ideally suited for use in schools, churches, broadcasting studios, homes, and other places where the easy movement of pianos is an advantage.

Free Manual

DARNELL CORPORATION, LTD.

DOWNNEY (LOS ANGELES COUNTY) CALIFORNIA
60 WALKER STREET, NEW YORK 13, NEW YORK
36 NORTH CLINTON STREET, CHICAGO 6, ILLINOIS



Design a *Cheerful Welcome* into your entrance floor...with Flexachrome*



All of us respond favorably when we enter a building that bids us a bright hello.

And alert management, everywhere, is responding favorably to the advantages of Flexachrome . . . the vinyl plastic-asbestos floor tile that always makes a good impression.

Notice how the handsome, sleek flooring, illustrated, lends an air of quiet, dignified simplicity, so suited to reception areas!

But smart-looking Flexachrome . . . offering 28 rich, bright colors that go all through each tile . . . is also widely used in offices, cafeterias, libraries, corridors and other "dressed up" areas.

And Flexachrome, also *grease-resistant*, is just the floor for kitchens and shops where spilled food, oil, grease and moisture are encountered.

You have virtually endless pattern possibilities with Flexachrome colors and sizes and custom-cut inserts. Maintenance is a breeze . . . just daily sweeping and periodic washing. Flexachrome never needs waxing.

Your local Tile-Tex* Contractor is listed in the classified telephone directory. Ask him about Flexachrome. Or write:

THE TILE-TEX DIVISION, *The Flintkote Company*, 1234 McKinley Street, Chicago Heights, Illinois

Tile-Tex—Pioneer Division, *The Flintkote Company*, P. O. Box 2218 Terminal Annex, Los Angeles 54, California

The Flintkote Company of Canada, Ltd., 30th Street, Long Branch, Toronto, Canada

*REGISTERED TRADEMARK, THE FLINTKOTE COMPANY



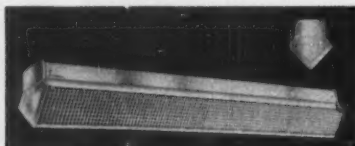
TILE-TEX... Floors of Lasting Beauty

What's New ...

Meat Grinder

The Choppmaster Meat Grinder has been developed to fit in the peeler hopper and utilize the power of the Peelmaster Potato Peeler. It has a 14 inch aluminum meat tray with an attachment fitting on a motor driven spindle. It is made of aluminum and is powered to grind approximately five pounds per minute. The unit requires no oiling, is easy to lift in or out of the peeler and is assembled as one piece. Various sized knives and plates may be used. Service Appliance Co., Dept. NS, P.O. Box 46, Norwalk, Conn. (Key No. 342)

the open construction and when cleaning is required, panels are removed, washed and de-statisized in two minutes. The



Edwin F. Guth Co., Dept. NS, 2615 Washington Ave., St. Louis 3, Mo. (Key No. 343)

Plastic Film Ink

A new carbon ink for use on smooth plastic film has recently been introduced. It can be used to mark motion picture film, slides and other plastic visual material. The carbon suspension has the covering power of drawing ink but is so stable that it can be used in some fountain pens. It gives good adhesion on glass smooth cellulose acetate, cellulose nitrate, methacrylate and other water repellent smooth plastic surfaces. Tests have showed strong wear and heat stability. It dries in two minutes and can be made water resistant by a brief heat cure. Electrochemical Laboratories, Dept. NS, 1430 Terrace Drive, Tulsa, Okla. (Key No. 344)

(Continued on page 186)

Grease Interceptor

Automatic grease draw-off at the turn of a valve is the outstanding feature of the new Josam Series "JH" Grease Interceptor. With the new interceptor it is not necessary to take off the cover to remove grease nor is it necessary to remove grease from the interceptor by hand. The grease flows out of the draw-off automatically, at the turn of a valve, without odors or inconvenience. Solids are evacuated into the sewer line. The low pressure or partial vacuum principle is used to separate the grease and collect it in the special chamber. Josam Mfg. Co., Dept. NS, Michigan City, Ind. (Key No. 345)

Bactericide-Disinfectant

Diversol CX is a new bactericide-disinfectant cleaner and deodorizer. It helps control bacteria, mold and yeast and is 100 per cent soluble, stable and noncorrosive. A new formula of inorganic coloring gives the product a pink color for ready identification. The product has superior water softening and powerful penetrating action and will not stain. It is packed in 325 pound barrels, 125 pound and 25 pound drums. The Diversol Corp., Dept. NS, 1820 Roscoe St., Chicago 13. (Key No. 346)

GrateLite Ceilings

Diffusing GrateLite Ceilings have been developed to provide glare-free lighting. Designed for use in forming a completely illuminated ceiling, GrateLite is a plastic louver-diffuser. Light is diffused through the $\frac{3}{8}$ inch translucent cubical facets which provide 45 degree lamp shielding. Low brightness diffused illumination, evenly distributed from wall to wall, results.

The open, lattice-like GrateLite pattern adds functional beauty and creates an atmosphere of cleanliness and efficiency. The ceilings are easily installed. Maintenance is kept at a minimum because of

SOLID BRONZE DEDICATION TABLETS

SHOULD BE A "MUST" FOR EVERY PUBLIC BUILDING



MODEL No. 100 - 20" x 30"
MADE IN ANY DESIRED SIZE

Send inscription when writing for quotation

SPENCER INDUSTRIES

1508 N. MASCHER ST., PHILA., PA.



The illustration, below, shows the Naden "Instant-Vue" Model N-400-IV—the finest football scoreboard made. Other Naden models, in a wide range of types and sizes, are available to meet every scoring need.

**SIMPLE
COMPACT
ACCURATE
DEPENDABLE**

Write For Free Catalog
No. 22—FOOTBALL
No. 23—BASKETBALL
No. 25—BASEBALL



NADEN AND SONS WEBSTER CITY, IOWA

Folding Tables by **HOWE**

FOR CLASSROOM, CAFETERIA
AND OTHER GROUP ACTIVITIES

Howe folding tables are especially designed for comfortable seating and rugged school wear. They're light—strong and practically indestructible. They fold smoothly and compactly—take up minimum space when not in use.



HOWE
standard table

This famous table has important Howe features:

- All steel chassis.
- A brace at each leg, and a leg at each corner for engineering balance.
- Ample leg room at both sides and ends of table.
- Riveted and welded throughout (no screws to come loose).
- Tops are Masonite, Plastic or Linoleum laminated to 3/4" plywood. Aluminum edge around tops.

Sizes: 30" x 48", 24" x 72", 30" x 72", 36" x 72",
24" x 96", 30" x 96", 36" x 96"

Benches and round tables also available



HOWE
Pedestal Leg Table

Here is another masterpiece of Howe engineering and design. Note these construction features:

- All steel chassis with retracting leg fold.
- Strong, foolproof lock with self-tightening principle.
- Two separate braces for each pair of legs. Braces are riveted to chassis.
- Legs are 1 1/4" tubing with brazed joints.
- Retracting leg action allows maximum seating at both sides and ends without sacrificing strength.
- Tops are Masonite, Plastic or Linoleum on plywood. Protective edge around tops.
- Tables fold to 2".

Standard sizes: 30" x 72", 36" x 72", 30" x 96"
and 36" x 96"

Also ask about Howe's
NEW folding BENCH-AND-
TABLE COMBINATION

If it folds—
ask **HOWE**

HOWE FOLDING FURNITURE, INC.
ONE PARK AVENUE NEW YORK 16, N. Y.

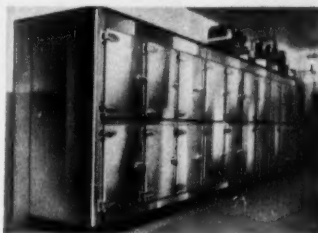
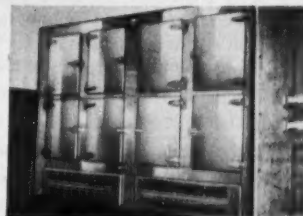
HERRICK

STAINLESS STEEL REFRIGERATORS
Performance-Proved
at the world-famous
HOTEL CONRAD HILTON
in Chicago



At left is an exterior view of Chicago's magnificent Hotel Conrad Hilton. Occupying half a city block on Michigan Ave., it overlooks Grant Park and affords a beautiful view of the lake. It's America's favorite meeting place.

At right is a HERRICK Freezer Refrigerator used for preserving parfaits and frozen desserts. HERRICK Stainless Steel Refrigerators also serve the Hotel Conrad Hilton's coffee shops and cocktail lounges.



At left is a HERRICK 20-Door Refrigerator serving the Hilton's Banquet Kitchen. It keeps foods at peak freshness and flavor. HERRICK units were supplied by Duparquet, Inc., 225-235 N. Racine Ave., Chicago, Ill.

Largest of all in size and second to none in service, the Hotel Conrad Hilton offers visitors to Chicago the ultimate in gracious living. Its many dining rooms, coffee shops and cocktail lounges are justly famous for their fine foods and beverages. ● Helping to enhance the Hilton's reputation in this respect are a number of HERRICK Stainless Steel Refrigerators, two of which are shown above. Wherever complete food and beverage conditioning is called for, HERRICK Stainless Steel Refrigerators will do a perfect job! HERRICK is unequalled for performance, convenience and low - cost - per - year service. Write today for name of your HERRICK supplier.

HERRICK REFRIGERATOR CO., WATERLOO, IOWA
DEPT. N. COMMERCIAL REFRIGERATION DIVISION

HERRICK *The Aristocrat of Refrigerators*

What's New ...

Tape Recorder



The "Tru-Fidelity" Tape Recorder is a new unit designed as a working tool for educators, scientists and other professional people. It has a minimum of moving parts and is of rigid, heavy-duty construction. It has dual track, and operates at two speeds, $7\frac{1}{2}$ and $3\frac{3}{4}$ inches per second, with a fast forward of 100 seconds and rewind of 80 seconds for 7 inch reels.

The recorder is relatively light in weight and has a single tape motion selector, keyboard facility selector, tape counter, positive safety erase, tape copying facility and the "Magic Eye" recording level indicator. Separate inputs for microphone, radio and phonograph are provided and the machine is easy to service. There are separate treble and bass controls, public address system and head-

phone monitoring. DuKane Corporation, Dept. NS, St. Charles, Ill. (Key No. 347)

Insect-Killing Light

The Bug Bulb has been devised as a new concept for killing common insects. The bulb is screwed into an ordinary lamp, Bug-Bulb tablets are dropped in, the lamp switched on and the operation is then automatic. It is a simple, inexpensive operation, long lasting and clean. It can be used in indoor spaces measuring 3000 cubic feet or less and can be moved from room to room as needed to destroy insects. American Aerovap Inc., Dept. NS, 170 W. 74th St., New York 23. (Key No. 348)

Refrigerated Dessert Display

Cafeterias, lunchrooms and soda fountains in institutions can be equipped with a refrigerated dessert display cabinet. The new Frigidessert unit provides 11 square feet of refrigerated display for desserts. It is a self-contained unit with the compressor built into the stainless steel showcase. It operates by being plugged into any standard electric outlet. Stainless Food Equipment Co., Dept. NS, 272 New St., Newark 3, N.J. (Key No. 349)

Rotary File

The Ferris Master Rotary File has been designed to provide a card system for accurate filing, immediate reference and stepped-up work output. Filing is easier for the user of large volume card records and the unit provides compactness, speed and comfortable seated position for the file clerk.

The Master File is a completely motorized card file, bringing records quietly to the operator at desk height. It handles existing records of every type in all standard sizes without punching or re-typing. No special training or instruction on the use of the file is required. The operation of the file can be controlled by either push-buttons or a special toe-touch foot pedal switch. Ferris



Business Equipment, Inc., Dept. NS, 244 Great Meadows Rd., Stratford, Conn. (Key No. 350)

(Continued on page 188)



HUSKIEST CHAIR MADE



Hostess
FOLDING
CHAIR

● Choose the chairs that are made for long years of service—BTC Hostess Folding Chairs. Their husky, all-steel frames withstand hard use in hotels, institutions and schools.

● Hostess Folding Chairs are comfortable, non-squeaking, easy to set up and take down. Choice of most radio and TV stations. Come in 6 handsome baked enamel finishes and 8 beautiful plastic coverings. Full-size seats and backs fold together to safeguard upholstery in storage. Attachments for alignment and row-spacing—also portable hand trucks for storing 24 or 36 chairs.

FREE FOLDER Send for new, full-color folder describing complete line of Hostess Folding Chairs and Banquet Tables.

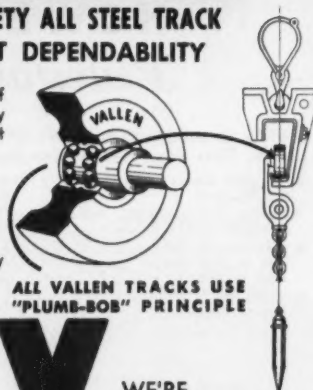


THE BREWER-TITCHENER CORPORATION, Cortland, N. Y.

Vallen CURTAIN CONTROLS AND TRACKS

VALLEN SAFETY ALL STEEL TRACK
LOW-COST DEPENDABILITY

- Bearings in the hub of each wheel where they belong for smoothest operation possible
- Noiseless, Safe, Easy operation
- Designed to eliminate jamming
- Manually or electrically operated



There is a Vallen Electric Control and Track for every need.

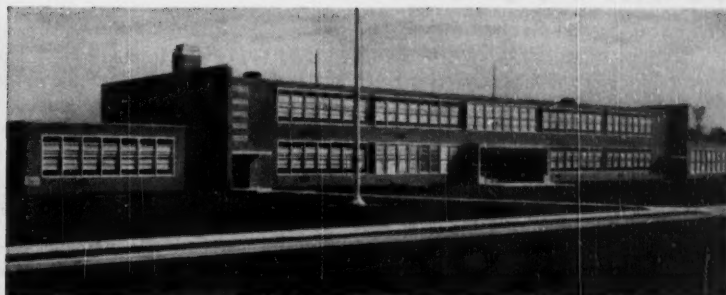
WE'RE
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FOR YOUR
PROBLEMS

VALLEN, INC. AKRON 4, OHIO

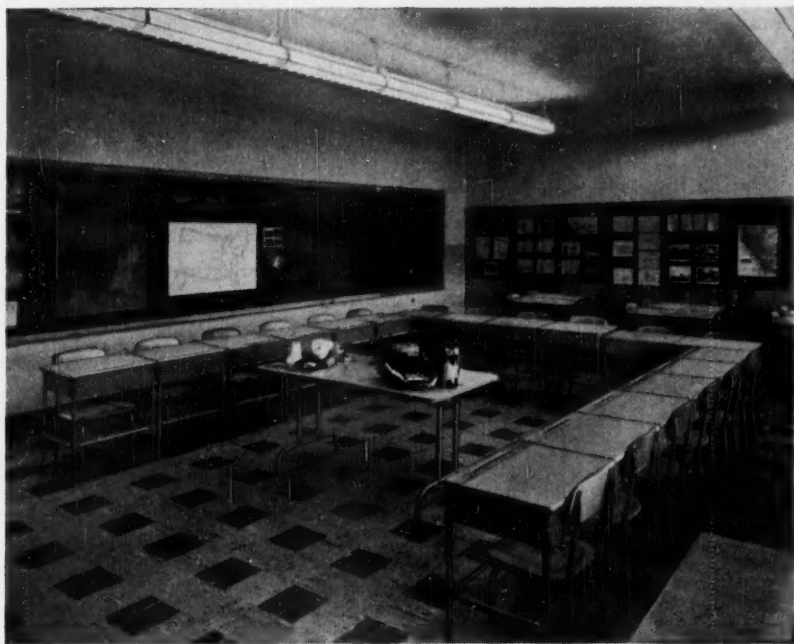
Adaptable, Economical



The ORIGINAL Tubular
Steel School Furniture



Expertly Planned NORTH SCHOOL Equipped with Heywood Furniture



In this attractive classroom, Heywood's S 1040 LL OF Table-Desks and S 915 All-Purpose Chairs are arranged for a special class activity. Lightweight, sturdy, welded tubular steel frames make this furniture easy to arrange to suit all class needs. Available in graded sizes to assure proper height for all pupils. For further information, write for the fully illustrated Heywood-Wakefield school furniture catalogue.

When Supervising Principal, Robert Zakary, the Board of Education and the teaching staff planned the beautiful new North School, North Merrick, Long Island, they decided that the use of color and flexible furnishings would play an important part. The recently completed school shown here is an outstanding example of how effective these two factors can be. Every classroom offers the students maximum light and is color-coordinated from ceiling to floor. Simply styled, flexible Heywood-Wakefield Tubular Steel Furniture perfectly accents these pleasant surroundings. Building was designed by Frederic P. Wiedersum, Architect, N. Y. C. Installation of Tubular Steel Furniture was handled by Heywood-Wakefield distributor, Equipment and Furniture Co., N. Y. Heywood-Wakefield—School Furniture Division—Menominee, Mich.—Gardner, Mass.



What's New ...

Sound System

The new Masco 40-station sound system has a public address amplifier, AM-FM tuner, record changer and intercommunication equipment. Complete in one "package," the system has facility for two-way communication with any desired number, or all stations served. Models are available for 10, 20, 30 and 40 stations and on special order, they are available for 50 or 60 stations.

The new system can distribute simultaneously to all or to any selected group of remote stations any recording or transcription, or any AM or FM radio program that is tuned in. Simultaneous paging and verbal alarm warning are instantaneously provided by a master switch and built-in intercommunication



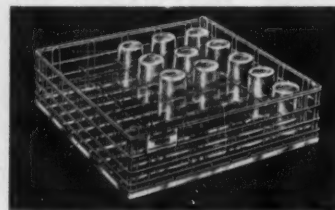
speaker. The unit has a power output of 28 watts. Mark Simpson Mfg. Co., Dept. NS, 32-28 Forty-ninth St., Long Island City 3, N.Y. (Key No. 351)

Photo-Copiers

The Contoura Portable Photo-Copiers are now available in a new line of carrying cases. The units copy curved text near the binding of heavy volumes as well as other printed, written, typed or other material.

The Contoura Photo-Copier fits into a brief case. Dimensions of the case used for carrying the Research Model are 13 by 10 by 4 inches. The model copies anything up to 8 by 10 inches and weighs three pounds, complete with case. The Legal Model copies material up to 8½ by 14 inches and comes in a case 17½ by 11¼ by 4 inches in size. Both cases are made of sturdy plywood covered with black leatherette and permit easy carrying of the Photo-Copiers. F. G. Ludwig Associates, Dept. NS, Deep River, Conn. (Key No. 352)

age of glasses and for placing on trucks and dollies for moving glasses to and from storage cupboards. The racks are made of low carbon bright basic steel dipped in molten tin after fabrication. They can be obtained in all sizes for



every type glass and every model dishwashing machine. Metropolitan Wire Goods Corp., Dept. NS, 70 Washington St., Brooklyn 1, N.Y. (Key No. 353)

Glass Rack

A new 36 compartment Sani-Stack glass rack is now available with individual welded cells for each glass. It provides protection against scratching and "frosting" which occur when glasses come in contact with each other, and is designed for use in transporting, washing and storing glasses. The racks can be stacked for easy and convenient stor-

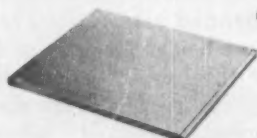
Labelon Typewriter Tape

Labelon Tape for marking any smooth, clean surface, is now available for typewriter use. The flat labels, affixed to smooth-finished backing sheets, are now bound in tablet form. The new tape can be written on with any dry, blunt point as well as with a typewriter. The writing or typing is permanent and does not fade or come off. Labelon Tape Company, Inc., Dept. NS, 450 Atlantic Ave., Rochester 9, N.Y. (Key No. 354)

(Continued on page 190)

MAYLINE

Mayline Classroom Furniture and Equipment



METAL EDGE DRAWING BOARD

FOLDING TABLE



Several of the many fine school products offered by Mayline. Your inquiries are solicited on any and all products. For your classroom—buy Mayline.



DRAFTING AND ART TABLE



**ENGINEERING
MANUFACTURING CO.**
631 No. Commerce St.
Sheboygan, Wis.

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CONNOR

FOREST PRODUCTS SINCE 1872

"LAYTITE" MAPLE FLOORING

MFMA Specifications

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THE WORLD'S FINEST—BAR NONE

CONNOR LUMBER AND LAND COMPANY

Phone No. 3 or 418

MARSHFIELD, WIS.

P.O. BOX 112-A

Behind the Mills—The Connor Timber Stands

*This noise makes
everyone nervous!*

*Relax with noise-quieting
FIBRETONE*
Acoustical Ceilings!*



**Johns-Manville, the pioneer in sound control,
recommends Fibretone Acoustical Panels
to reduce disturbing noise at low cost**



Fibretone Panels
are easily installed over new or
existing construction.

BECAUSE DISTRACTING NOISE can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient yet modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These

holes act as "noise-traps" where sound energy is dissipated. Fibretone is pre-decorated, can be painted and repainted, and is available with a flame-resistant finish.

Other J-M Acoustical Ceilings include *Permaacoustic**, a textured noncombustible tile with great architectural appeal; *Transite**, perforated acoustical panels; and *Sanaacoustic**, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. NS, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U.S. Pat. Off.



Johns-Manville

40 years of leadership in the manufacture of acoustical materials

What's New ...

Product Literature

• A new 48 page **Sanitation Products Catalog** has recently been published by Huntington Laboratories, Inc., Huntington, Ind. Complete information on each product manufactured by the company for sanitation and maintenance, and data on the company's laboratory research and product control procedures are included in the new catalog. (Key No. 355)

• Gas and dual-fuel firing for heating, processing and power is discussed in a new 4 page folder, **Form 2359**, printed in three colors, and issued by Iron Fireman Mfg. Co., 3170 W. 106th St., Cleveland 11, Ohio. The folder discusses the advantages of zone fire control for low start and modulated firing permitted by the Iron Fireman vertical gas burner, ring-type burners designed for intermediate and high pressure gas, and the recently announced dual fuel (gas and oil) package unit. (Key No. 356)

• The line of "Maps and Globes for Schools" offered by Weber Costello Co., Chicago Heights, Ill., is discussed in a new catalog recently released. Illustrated by full color and black and white maps, the catalog gives descriptive information on the comprehensive line of maps available from the company. (Key No. 357)

• An attractive and helpful booklet, "How to Improve Homemaking in Schools and Colleges," has been developed by Mutschler Brothers Company, Nappanee, Ind. Defined as "A Manual of Modern Equipment for Homemaking Departments," the booklet is divided into two sections, each giving general specifications, photographic illustrations and line drawings of the equipment. Section I covers clothing, child care, home management, grooming and home furnishing department units with typical homemaking department layouts, and Section II is devoted to foods laboratory and laundry department units. The 24 page manual contains a wealth of helpful information. (Key No. 358)

• A new **Pocket Catalog on Projection Screens** has been released by Radiant Mfg. Corp., 2627 W. Roosevelt Rd., Chicago 8. It is an informative, colorful 16 page booklet containing helpful hints on how to choose projection screens, what is the best fabric and what is the right sized screen for the need. (Key No. 359)

• A two color brochure describing **low-cost mastic floor resurfacing** has been released by United Laboratories, Inc., 16801 Euclid Ave., Cleveland 12, Ohio. The folder discusses details for mixing, low-cost advantages of the materials and how mastics are used. (Key No. 360)

• Applications of the American ALM-13 floor maintenance machines are shown through a series of on-the-job action photographs in a new 4 page catalog issued by American Floor Surfacing Machine Co., 518 S. St. Clair St., Toledo 3, Ohio. The ALM-13 is an economy machine for smaller areas and provides dependable performance for a wide range of operations on all types of floors. Specifications and other technical data are included in the new catalog. (Key No. 361)

• Design and operation of automatic water softeners equipped with pilot operated, diaphragm-type hydraulic valves is described in **Bulletin 612** issued by Elgin Softener Corporation, Elgin, Ill. (Key No. 362)

• Four reasons why effective grease interception saves time and money are listed in a new technical guide of the proper sizing and selection of grease interceptors published by the J. A. Zurn Mfg. Co., Erie, Pa. **Technical Bulletin 6-52** gives text and detailed charts describing how capacity of grease interceptors is determined. A simple checklist for determining types to be used supplements descriptive text, charts and specifications on Zurn Grease Interceptors. (Key No. 363)

(Continued on page 192)

**SHE WON THE CROWD
BEFORE SHE SANG . . .**

**on a stage furnished
by GREAT WESTERN**

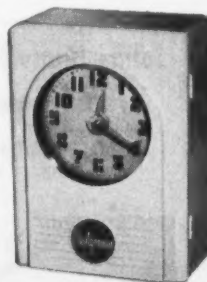


She doesn't have to worry about her critics, because she's "their little girl." But the same parent audience won't be so easy in judging your stage equipment. Let Great Western furnish you with the best. Everything for the stage . . . scenery, curtains, lighting, draperies, rigging, etc.

Write Today For Your Great Western Catalog

Great Western Stage Equipment Co.
1324-26 Grand Ave. Kansas City 6, Mo.

**Save Money
for your school—
Save Time
for Yourself—**



Montgomery PROGRAM TIMERS

**Cost Little To Install —
Ring Bells, or Other Signals,
Automatically**

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—without variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery MANUFACTURING COMPANY
OWENSVILLE 6, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

NORCOR

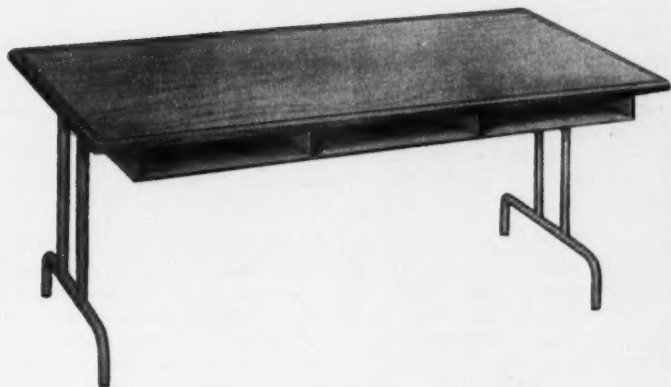
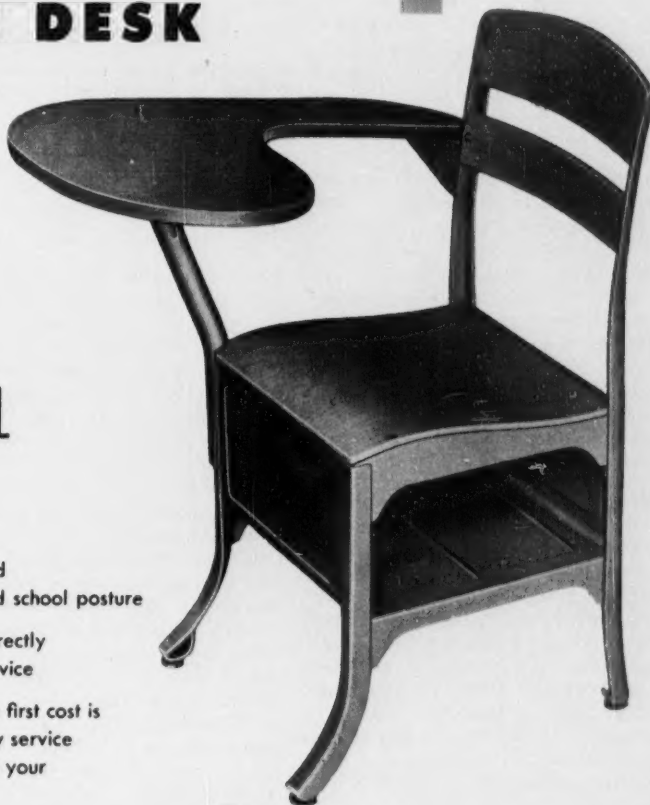
SERIES 500 CHAIR DESK

for BETTER
school seating
for LONGER LASTING
school seating
for MORE ECONOMICAL
school seating

BETTER, because it is designed around scientifically-proven principles of good school posture

LONGER LASTING, because it is correctly designed to withstand hard school service

ECONOMICAL, because its moderate first cost is spread over more years of satisfactory service
Consult your Norcor distributor for all your school seating needs!



NORCOR TABLES

Built in a wide range of sizes and heights, rectangular or round, with lumber core plywood tops, with Northern Hardwood or high pressures Melamine plastic face. Write for complete information!

The **NORCOR** *Line*

NORCOR MANUFACTURING COMPANY
Dept. N. GREEN BAY, WISCONSIN

Factories: Green Bay and Gillett, Wis. • Portsmouth, N. H.

- The complete line of CHF tables manufactured by The Chicago Hardware Foundry Co., North Chicago, Ill., is shown in a new catalog recently issued. Entitled "Tables of Distinction," the catalog is a companion piece to the recent catalog, "Stools of Distinction," issued by the company. Color is used throughout the catalog and indicates the many different color combinations that are possible with the cast iron porcelain enamel bases and the new Sanite color finished columns. In addition to information on the new Flare Design cast construction table base, tables with a variety of metal finishes and pedestal bases, there is a section devoted to sectional tables with seats attached. (Key No. 364)

- A new booklet on the use of Cramore's Crystals in quantity cooking is now available through Cramore Fruit Products, Inc., Point Pleasant, N. J. Designed to assist in improving, varying or budgeting meals for large numbers of people, the booklet contains recipes compiled by a dietitian and other authorities, featuring citrus fruit-flavored dishes. Although the emphasis is on desserts, there are also suggestions for salads, sauces and vegetable dishes and a complete array of beverages. (Key No. 365)

- Re-roofing costs can be greatly reduced by using the new cold-process re-roofing method offered by the Tropical Paint & Oil Co., 1246 W. 70th St., Cleveland 2, Ohio. No special equipment is needed to use the new method which is so simple that it can be applied by unskilled help. The story of "How to Save Money With Tropical Cold Process Built-Up Roofs" is told in a brochure giving step-by-step data on preparing the roof and applying this tested re-roofing method. (Key No. 366)

- A current catalog of Jam Handy filmstrips is now available from The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. Entitled "Class Tested Filmstrips," the completely revised catalog lists every available filmstrip in color or black and white produced by the organization, including the latest releases. Material is arranged by subject matter with full description of content, scope, educational level and application. An alphabetical index by filmstrip title is included. (Key No. 367)

- A compact unit for smaller steam generating plants is described in Bulletin WC-110 released by Graver Water Conditioning Co., 216 W. 14th St., New York 11. This new development is a compact "package type" heater, completely equipped with all accessories, for smaller boiler plants. It is of the effective spray-tray type with a vent condenser of the internal type for maximum compactness. (Key No. 368)

- Practical suggestions on expediting and saving money in school feeding operations are offered in a new 4 page folder issued by Vacuum Can Co., 19 S. Hoyne Ave., Chicago 12. Headed "School Lunch Directors, The Lesson For Today is 'Centralize and Save,'" the folder contains information gleaned from the experience of actual AerVoid users in the school field. Help in the modernizing and extending of feeding operations, in determining and measuring quantities and in setting up operation of school central kitchens is offered. (Key No. 369)

- Quantity recipes for the new "Soufflé Salads" developed by General Foods Corp., Consumer Service Dept., 250 Park Ave., New York 17, are now available from the company. These appetizing, inexpensive additions to the menu can be prepared in a relatively short time. (Key No. 370)

- The full line of Sloane floor and wall coverings is illustrated in full color in an impressive new catalog issued by Sloane-Delaware Floor Products, Trenton, N.J. Entitled "Sloane Floors and Walls, 1953," the 124 page board-bound book has marginal cut-out index for quick reference to the products covered which include tile, Koroseal-Standard, printed rugs and floor coverings, and wall covering. A special section on general data gives information on Sloane adhesives, installation kit, table of gauges and shipping weights and a list of the company's distributors. All colors and patterns in Sloane floor and wall coverings are illustrated in full color designs. The catalog should prove to be a helpful reference manual in planning decorative schemes for classrooms, offices, public areas, corridors, service rooms and every other area in an institution. (Key No. 371)

- A series of "How To" maintenance booklets has been issued by Red Devil Tools, Irvington 11, N.J. The three booklets cover "How to Cut Glass," "How to Fix Broken Windows" and "How to Maintain Wood Floors." Each step in the process described is covered by instructive text with a carefully done illustration of the application. The booklets can be used for classroom instruction as well as for instructive material for maintenance employees. (Key No. 372)

- An interesting report on a factual interview with maintenance officials of a school board operating over 400 schools is presented in a folder entitled "Don't Read This Unless You're Interested in Economy." Prepared by Bobrick Manufacturing Corp., 1839 Blake Ave., Los Angeles 39, Calif., the leaflet brings out the fact that the school system in question was able to reduce replacements by the selection of equipment primarily designed for hard usage. (Key No. 373)

- The story of "Vinylized Azphlex, a New Concept in Greaseproof Flooring," is told in a leaflet issued by Uvalde Rock Asphalt Co., P. O. Box 531, San Antonio 6, Texas. Color reproductions of the tile are shown together with illustrations showing it in use. Descriptive information and specifications make the folder a handy reference source. (Key No. 374)

Film Releases

"Decision at Williamsburg," 16 mm. documentary color film, produced in cooperation with the U.S. Department of Defense for use in the armed services Information and Education Program and for distribution to schools and for other group showings, with narration and original musical score, 20 minutes. Colonial Williamsburg, Dept. NS, Williamsburg, Va. (Key No. 375)

"Artificial Respiration," 16 mm. black and white training film, 11 minutes, illustrating and describing two new manual methods of artificial respiration as adopted and demonstrated by the U.S. Coast Guard. United World Films, Inc., U.S. Government Films Div., Dept. N.S., 1445 Park Ave., New York 29. (Key No. 376)

Suppliers' News

Allied Radio Corporation, manufacturer of radio, phonograph and intercommunication equipment, parts and educational kits, announces the removal of its offices from 833 W. Jackson Blvd., Chicago 7, to a new plant at 100 N. Western Ave., Chicago 80.

The Clarke Sanding Machine Co., Muskegon, Mich., manufacturer and distributor of floor maintenance equipment and supplies, announces the appointment of G. H. Wood & Company Ltd., Toronto, Canada, as exclusive distributors in Canada for Clarke's heavy duty Wet-Dry Vacuum Cleaners, Models WD-23 and WD-15.

Johnson Service Co., 507 E. Michigan St., Milwaukee 2, Wis., manufacturer of temperature and air conditioning controls, announces the opening of a new branch office at La Crosse, Wis., to serve the La Crosse and Eau Claire areas in Wisconsin and the Minnesota region surrounding Winona.

The F. W. Wakefield Brass Company, Vermilion, Ohio, manufacturer of lighting equipment, announces formation of Wakefield Lighting Limited, with factory and offices in London, Ontario, and sales offices in Toronto. The new plant will serve the Canadian market and will handle production of the Wakefield Grenadier, Star and other Wakefield equipment formerly assembled from Wakefield parts at the Canadian General Electric Co., Ltd.



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These cards are detachable and are provided for the convenience of our subscribers, and those to whom they pass their copies, in obtaining information on products and services advertised in this issue or described in the "What's New" Section. See reverse side.

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SEC. 34.9 P. L. & R.
CHICAGO, ILL.

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No Postage Stamp Necessary if Mailed in the United States

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THE NATION'S SCHOOLS

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CHICAGO 11, ILLINOIS

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PERMIT NO. 136
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BUSINESS REPLY CARD
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September, 1953

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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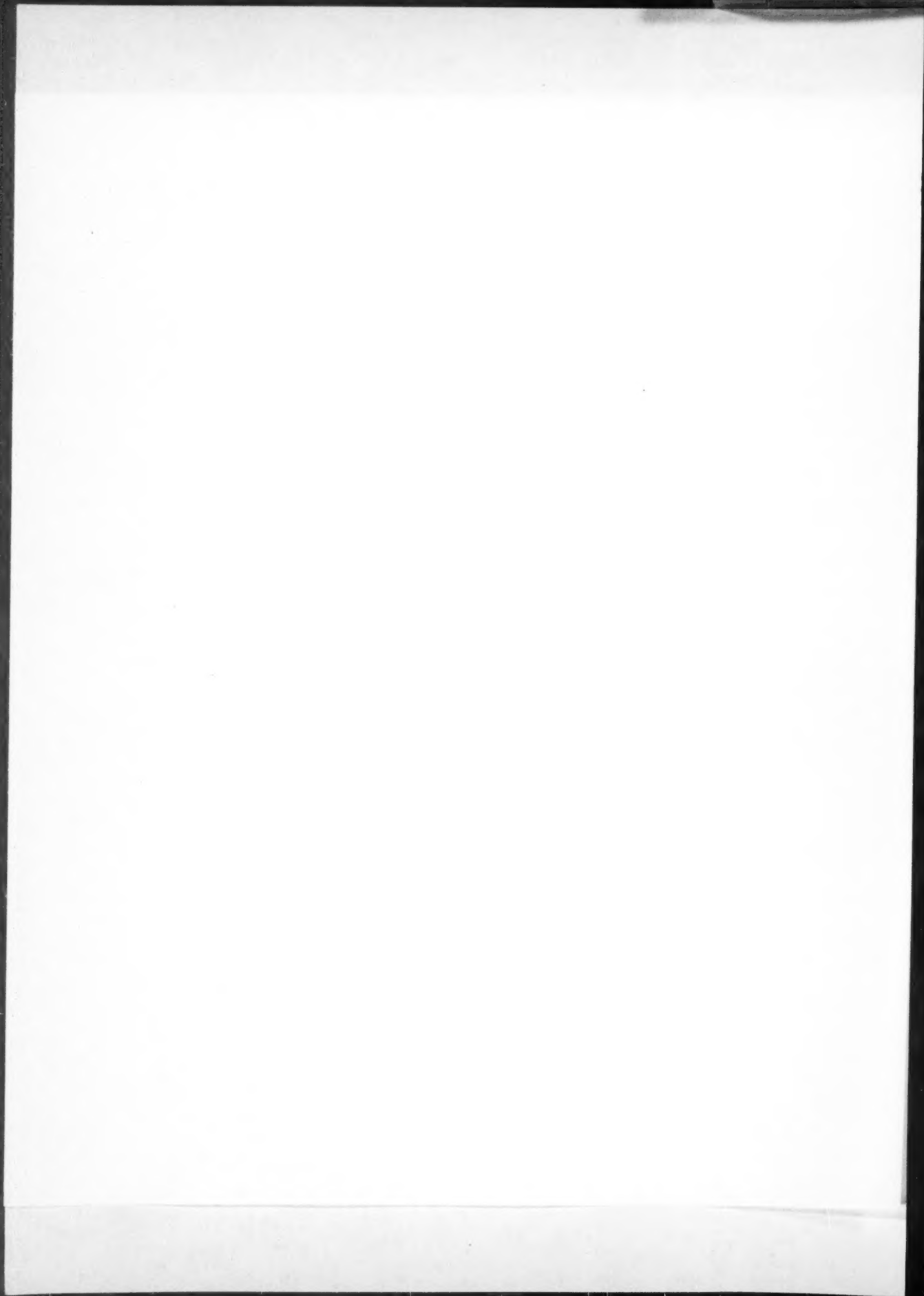
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 in Sizes 12 x 16 and 14 x 18
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 Oval Shapes in 15 Different Sizes

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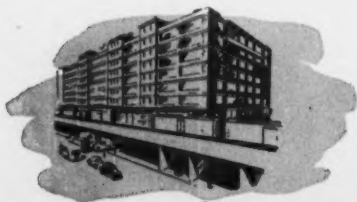
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